

BREAKING CAMP -- BUILDING A CAMPUS



THE COMMISSION'S
ANALYSIS OF THE PROPOSAL
TO CREATE CALIFORNIA STATE
UNIVERSITY, MONTEREY BAY,
AT FORT ORD



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

SUMMARY

Through a decision by the Base Closure Commission and the President of the United States, Fort Ord in Monterey County has been scheduled for virtual closure during Fall 1995. As a result of this decision, the California State University has been presented with a unique opportunity: the ceding of approximately 1,300 acres of land and facilities estimated to be worth in excess of \$1 billion. This gift will be supplemented by additional funding from the federal government for facilities renovation and retrofitting, as well as for toxic cleanup. The gift includes sufficient housing to accommodate up to 7,000 students, faculty, and staff.

In this report, the Commission recommends that the gift be accepted, provided certain conditions are met. The Commission does so in large part because the available evidence indicates that the State University will need additional facilities, and because acceptance of the gift represents the least expensive way of obtaining them. Other recommendations encourage cooperation between the State University and the region's four community colleges, require regular reports to the Commission as the academic planning process proceeds, suggest funding be provided for initial student expenses not normally covered by student financial aid, and urge better access to the campus for residents of the Salinas Valley.

This new campus, designated "California State University, Monterey Bay," by the State University Trustees, will represent the State's first concerted attempt to create a twenty-first century campus, one that will use technology extensively, create innovative administrative structures, and employ new pedagogies designed to educate students more comprehensively in less time than ever before. There is little doubt that in future years, the experiment this campus represents will be watched closely, not only by the Commission, but by many others both in California and nationally who are interested in the subject of higher education innovation and reform.

The Commission adopted this report at its meeting on June 6, 1994, on recommendation of its Educational Policy and Programs Committee. Further information about the report may be obtained from William L. Storey, Chief Policy Analyst, Academic Programs and Policy, California Postsecondary Education Commission, at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 322-8018. Further information about the planned campus may be obtained from Stephen F. Arvizu, Interim Provost, California State University, Monterey Bay, at 915 Hilby Avenue, Suite 28, Seaside, California 93955, telephone (408) 393-3330.

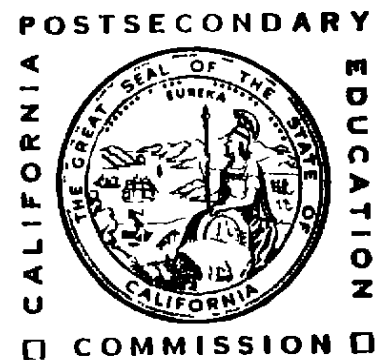
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On the cover The interconnected graphics illustrate the State University's plan that the new Monterey Bay campus will develop a multidisciplinary array of academic "clusters," such as marine, atmospheric, and environmental sciences, visual and performing arts and related humanities, languages, cultures, and international studies, and the professions, rather than a traditional series of academic departments.

BREAKING CAMP -- BUILDING A CAMPUS

*The Commission's Analysis of the Proposal
to Create California State University,
Monterey Bay, at Fort Ord*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





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Summary, Conclusions, and Recommendations

Summary

The decision by the President and the Congress to realign or close over one hundred military bases in the United States represents one of the largest reallocations of federal resources in the country's history. Aided by the Base Realignment and Closure Commission (BRAC), which was created by the 101st Congress to manage the conversion process, the realignment and closure decisions have had a dramatic effect on local economies throughout the nation, have forced officials at all governmental levels to make planning decisions in an accelerated time frame, and have opened up opportunities for both public renewal and commercial expansion not seen since the early years of this century.

In no locale have the economic impacts of a base closure been more keenly felt than in the three counties comprising the Tri-County region of California's central coast: Monterey, San Benito, and Santa Cruz. Fort Ord -- since 1917 the largest Army base in the United States -- has occupied a dominant presence in that area, both economically and geographically. At the time of the closure announcement, the base employed some 16,000 civilian and military personnel, who in turn supported another 15,000 dependents. Today, virtually all of those people have left, most for Fort Lewis in Washington State, where Fort Ord's primary unit, the Seventh Light Infantry Division, has been relocated. All that will remain is the Presidio of Monterey and the Defense Language Institute on some 1,500 of the base's 28,000 acres, which is an area only slightly smaller than the City of San Francisco (31,000 acres).

With the closure announcement, many groups stepped almost immediately into the vacuum, among them all of the local elected officials at every level, plus a citizens group known as the Fort Ord Reuse Group (FORG). In response to community overtures, both the California State University and the University of California expressed interest in obtaining a portion of the site -- the State University as early as July 1991, only a month after the closure announcement. Since then, activity has been swift.

- By early 1992, concept papers for the creation of an entirely new campus of the California State University had been prepared, and the Board of Trustees had passed a resolution indicating a clear interest in obtaining some of the property.
- By summer, the Postsecondary Education Commission had been advised of the State University's intent to proceed with campus development, and by the early fall, the California Legislature approved the first appropriation for the campus, \$1 million for planning and feasibility studies.
- In September, the State University opened its planning office next door to the base in Seaside.

- By the end of the year, formal requests to the Department of Defense, in the amount of approximately \$100 million (since revised upwards to \$143 million) for renovation, conversion, and retrofitting, were submitted by then Congressman (now Director of the Office of Management and Budget) Leon Panetta

In 1993, all of the processes whereby some 1,300 acres of prime Fort Ord property would be conveyed by the Department of Defense to the California State University swung into high gear. Formal applications were developed, endless meetings among federal, State, and local officials were convened, further planning funds were committed, specific "footprints" for the campus's acreage were developed, revised, then revised again, environmental impact studies commenced, potential budgets were developed, and a proposed name was selected -- "California State University, Monterey Bay." The academic planning process began as well, as the first questions were asked about what kind of institution the Monterey Bay campus should be. The final answer to that question will be long in coming, but the initial answer was that the campus should not be like other campuses, but should stress innovation and technology as never before.

Role of the Commission in the planning process

The process of bringing any new campus into existence involves numerous jurisdictions and a multitude of decisions. Many approvals are required, among them a two-part consideration by the California Postsecondary Education Commission. The Legislature has assigned to the Commission the responsibility for determining the "need for and location of new institutions and campuses of public higher education," and to discharge that obligation, the Commission has devised a procedure whereby a preliminary decision "to move forward" with planning can be issued prior to the completion of a detailed analysis of the project. That preliminary decision responds to the transmittal of a "letter of intent to expand." The latter decision follows submission of a formal "needs study" report, which must answer specific questions the Commission has developed and refined over the years. The Commission analyzes those answers and forwards a recommendation for approval or disapproval to the Governor and the Legislature.

The proposal to create California State University, Monterey Bay, is unique in the history of California -- and thus of the Commission. Previously, almost all campuses have been built from the ground up, from vacant land on which buildings were built and enrollments steadily expanded. The possible conversion of Fort Ord is the first example of the State receiving an entire campus almost whole, with only the need for renovation and conversion of buildings already in existence. Renovation is crucial, of course, since the buildings at the base were not designed for educational uses, but the fact remains that acquisition of the campus represents a gift of unprecedented value, estimated at approximately \$1 billion. It also represents the first opportunity in the State University's history to create a largely residential campus, since much of the property conveyance consists of housing, enough to accommodate as many as 7,000 students, faculty, and staff.

Because of the magnitude and importance of the Fort Ord project, the Commission has expressed particular interest in it. Rather than simply responding to the State University's initiatives, it has attempted in part to influence them directly, and to that end issued an earlier report, *Creating a Campus for the Twenty-First Century -- The California State University and Fort Ord* (1993b). In that report, the Commission endeavored to highlight some directions the State University's planning and organizational efforts might take, and particularly emphasized the quality movement in higher education, as well as suggested a number of uses for educational technology. Judging from the materials received from the State University since then, the Commission's report seems to have drawn "attention not only to an imaginative shared vision, but also some of the difficult issues we all face as we advance the planning and development for a new campus" (The California State University, 1994b, cover letter).

Many of these difficult issues remain, the planning process is not yet complete, and there may not be total agreement between the Commission and the State University as to how that planning should proceed or exactly how the proposed campus should be configured. In this report, the Commission discusses those issues in some depth and does so within the context of the specific criteria under which it evaluates all proposals. This report contains three sections: (1) this portion of summary and conclusions, (2) background on the proposal, such as its origins, a chronology of events, a discussion of previous reports relevant to it, and a list of major issues to be addressed, and (3) the analysis of the State University's "needs study" report, *CSU Monterey Bay Planning for a New University at Fort Ord*, as submitted on March 1, 1994, and revised on March 24.

Acknowledgments

This report has resulted from the efforts of many individuals -- most importantly Chancellor Barry Munitz of the California State University system and President Handel Evans of San Jose State University. Throughout the process, Chancellor Munitz has been cooperative and decisive, and has gone far to protect not only the interests of the State University but the integrity of the Commission's review process. President Evans was responsible for all of the early planning work, and it was his foresight, diligence, and considerable salesmanship skills that not only formed the initial institutional vision, but also helped the Commission wade through a heavy load of complexity. In many ways, the inspiration for California State University, Monterey Bay can be traced directly to his early and sustained efforts.

The Commission has also received extensive cooperation from the State University's planning officers in Monterey -- Interim Provost Steven Arvizu and Executive Dean R. E. (Hank) Hendrickson, both of whom have met with Commission staff on numerous occasions, supplied materials, and cooperated in every way. The Commission's appreciation is extended as well to Assistant Vice Chancellor for Physical Planning and Development Jon Regnier, who reviewed some of the cost estimates, and provided much useful data regarding construction needs. Thanks go also to Brian Murphy of San Francisco State University, who was always will-

ing to work closely with Commission staff, to Frank Jewett, who wrote large sections of the needs analysis report, to Phil Garcia, who produced the enrollment projections, and to Mary Heim of the Demographic Research Unit of the Department of Finance, who analyzed the enrollment data quickly and efficiently, corrected errors, and produced the Department's final approval

The Commission also extends its appreciation to President David Hopkins of Monterey Peninsula College, who has been forthright and aggressive in stating his concerns and in protecting the interests of his institution. Dr. Hopkins' efforts helped shape the Commission's recommendation to form a liaison committee with the State University, and he has been the primary leader and spokesman in the Monterey Bay region for all four of the area's community colleges. On many occasions, he and his staff supplied the Commission with valuable information, and he has offered many helpful suggestions as planning moved forward.

Finally, the Commission is deeply indebted to the State University's Director of Institutional Relations, David E. Leveille. From the inception of the project through the "letter of intent" stage to the development of the needs study, Dr. Leveille has been the Commission's primary contact, the remover of roadblocks, and the expeditor of all processes. Without his efforts, the Commission could not have completed this report, and the proposed campus would be much further from reality than it is today.

Conclusions The Commission offers three general conclusions about the State University's proposal and then 28 more related to the Commission's ten guidelines for the review of such proposals.

General

- 1 The proposed conveyance of approximately 1,300 acres of land and buildings at Fort Ord in Monterey County to the California State University -- with an approximate value of \$1 billion -- represents the largest gift ever received by the system, and, provided certain conditions can be met, a gift that it should accept on behalf of the State of California.
- 2 In accepting the gift, the State of California and the California State University should insist on several conditions:
 - a The conveyance must include the housing currently contained in Frederick and Schoonover Parks, as well as the dormitory buildings in the central campus footprint area,
 - b The federal government must assume responsibility for the cleanup of any toxic wastes within the conveyed land, and
 - c The federal government must assume financial responsibility for the renovation, conversion, and retrofitting of the buildings on the conveyed land. Any new construction on the site should be the responsibility of the State of California.

- 3 The State University could receive the property under one or two different conveyance vehicles, the first from the Department of Defense through the federal Department of Education, and the second directly from the Department of Defense. The latter possibly could contain fewer conditions on the use of the property than the former. Given the very tight restrictions on State funding, it could be highly desirable for the State University to obtain the property with as few conditions as possible, in order to permit possible short-term entrepreneurial uses of the housing units.

Enrollment projections

- 4 Statewide enrollment projections developed by the Demographic Research Unit of the Department of Finance indicate that State University systemwide enrollments will grow to 399,375 full-time-equivalent students (FTES) by Fall 2010, an increase of 138,872 from Fall 1992. The planned enrollment capacities of all of the 20 existing campuses are presently set by the Trustees at 371,087 full-time-equivalent students but could be increased to a maximum ceiling of 389,000. These totals, however, are theoretical limits that will be reached only after the expenditure of billions of dollars in construction funds.
- 5 At present, there is sufficient physical capacity on the existing 20 campuses to enroll about 260,000 full-time-equivalent students, which means that there will be a need to create additional space for about 140,000 more in the next 15 to 20 years. In considering the needs of the State, as well as the California State University system's ability to address these needs, it is more prudent to compare enrollment projections to existing and scheduled physical capacity than to theoretical planned enrollment capacities that may or may not be reached at some time in the future.
- 6 Given existing physical capacity and projected enrollments, the acquisition of Fort Ord for a campus enrolling 25,000 full-time-equivalent students is advisable. Given the fact that it will be necessary to create additional capacity within the California State University system over the next two decades, it makes more sense to acquire space and buildings at Fort Ord now, at little or no cost to the State, than to meet all capacity needs by building on existing campuses at State expense.
- 7 The enrollment projections developed by the California State University and approved by the Department of Finance are reasonable based on local demographic considerations and systemwide experience. Those projections indicate a starting enrollment of 633 full-time-equivalent students in Fall 1995, followed by enrollments of 2,595 in 2000, 6,690 in 2005, and 13,004 in 2010. Provided sufficient support funding is provided, and the estimates for enrollment from outside of the Monterey Bay region are reasonably accurate, it should be possible to achieve these targeted levels.

- 8 Based only on the enrollments expected to be generated from the Tri-County region, California State University, Monterey Bay would meet the official definition of a "university" contained in the Commission's guidelines (1,000 full-time-equivalent students) by the second year of its operation, 1996-97
- 9 In the projection for opening enrollment, but especially in subsequent projections, the State University anticipates the enrollment of large numbers of lower-division students. In the first year -- and excluding students from outside the Tri-County region -- it is projected that enrollment will be 35.5 percent lower division. In subsequent years, although the existing data are not precise, that percentage is expected to grow, and could easily exceed the Master Plan guideline that no more than 40 percent of undergraduate students be at the lower-division level.
- 10 There is substantial unused capacity in the area's four community colleges, especially at Monterey Peninsula College. Given that excess, and the State University's current systemwide ratio of upper-division to lower-division students of about 70 to 30 percent, a greater emphasis on upper-division enrollments at the new campus than currently anticipated would be prudent, particularly in the first few years of operation -- 1995-96 to 1998-99 -- when the community colleges' fiscal difficulties will be most severe.

Consideration of alternatives

- 11 The State University has thoroughly considered possible alternatives to accepting the 1,300 acres from the federal government. These include using neighboring State University campuses (which have insufficient capacity), expanding the Monterey County Center in Salinas (severe limits to expansion exist at that location), increasing the utilization of existing campuses (their utilization is already the highest in the nation), year-round operations (shown to be economically unfeasible in the main), facility sharing (too little usable space is available elsewhere), and nontraditional instruction (which is a major part of CSU Monterey Bay planning, not an alternative to it). The Commission is persuaded that accepting the property, provided the conditions listed in Conclusion 2 above are met, remains the best of all known alternatives.

Service to disadvantaged and historically underrepresented groups

- 12 It is clear from the materials submitted by the State University that service to low-income and underrepresented students is one of its primary objectives and highest priorities. To serve these students, the State University is exploring ways to provide housing at very low cost, examining alternative fee schedules as well as financial aid and waiver policies, designing a complete array of student services, and researching ways that technology can be used to strengthen academic offerings and meet academic support needs faster and more effectively.

Academic planning

- 13 The Commission's guidelines require submission of an academic plan. At the present time, no such plan exists, and it will not exist until a president and core faculty have been appointed and finished the difficult process of designing a curriculum. A "vision statement" has been completed that provides clear indicators of the directions academic planning is likely to take, one of which is the creation of academic "clusters" in preference to traditional academic departments. These "clusters" should permit more flexible academic administration, encourage interdisciplinary programming, and tend to discourage the kind of parochialism and territorial loyalties that have often characterized departmentalism.
- 14 The State University has provided a scenario of how academic program development will probably proceed, and how academic administration will probably be organized. In every case, the documentation suggests a new way of doing business, a new way of organizing and managing the academy, and quite probably a new way of learning -- all of which are consistent with the directions the Commission recommended in its 1993 report on creating a campus for the twenty-first century. The Commission is optimistic that this vision will be carried to fruitful levels as the details of the academic plan are developed.
- 15 To make sure that academic planning develops along anticipated lines, the filing of regular progress reports to the Commission will be helpful. The Commission has a statutory responsibility for program review, and the State University should be aware that the Commission will use its program review procedures to ensure that the campus's development proceeds along the general lines described in the needs analysis report.

Cost estimates

- 16 The State University has developed a capital outlay budget -- with all of the funding to come from the federal government -- of \$143.3 million for the renovation, conversion, and retrofitting of buildings within the 1,300-acre State University footprint. Funding for toxic cleanup will also come from the federal government, and is in addition to the amount for conversion. The conversion funds are to be expended over a five-year period, and will create a capacity for about 7,000 headcount students.
- 17 Federal funding is so critical that the State University may be forced to refuse the land and buildings if renovation funds are not made available. This is because State funding is not a viable option for the foreseeable future, since all of the \$900 million contained in the proposed June 1994 bond issue are already committed to other projects. Additionally, an amount twice the size of that bond issue could be spent just to address needs on existing campuses,

and no other sources of funds are available for capital outlay at the proposed campus

- 18 Support budget funding for 1994-95 is projected at \$13.3 million, an amount that assumes the current-year funding of \$4.3 million will be carried forward and supplemented by an additional \$9.0 million. At the present time, the Legislature has not acted on this request, but it is clear that without the funding, the proposed Fall 1995 opening date will be difficult to achieve, since it will not be possible to hire the necessary administrators and faculty to develop the academic and administrative plans. The State University is committed to the 1995 date under the terms of the conveyance through the Department of Education.

Geographic characteristics and physical accessibility

- 19 The physical, social, and demographic characteristics of the area have been adequately described. Demographically, the racial/ethnic composition of the area is about 4 percent Black, 30 percent Latino, 61 percent White, and 5 percent other racial/ethnic groups. By the year 2010, no racial/ethnic group will constitute a majority of the area's population.
- 20 Transportation access from the Salinas Valley will be a problem. At present, there is no road directly through the base, although the State University has strongly urged the construction of such a thoroughfare. Driving time between Salinas and the base is estimated currently at 33 minutes.
- 21 While transportation access will be a problem for some, the campus is designed primarily to be a residential and not a commuter institution. That fact alone makes transportation issues somewhat less important than at other institutions -- particularly educational centers, which serve an almost entirely commuter population of students.
- 22 The State University is currently working with the local transit district, Monterey-Salinas Transit (MST), to arrange for bus service to the campus.

Environmental and social impact

- 23 The State University has submitted an Environmental Impact Statement prepared by the federal government. That statement shows no impacts in the State University footprint that cannot be mitigated. Mitigation, including for any and all toxic wastes, is the responsibility of the federal government.

Effects on other institutions

- 24 There is no doubt that the proposed campus enjoys great popularity in the

local region. The State University has demonstrated this fact by the inclusion of a large number of letters of support from a diverse group of official and community sources.

- 25 The State University has engaged in an exhaustive consultation process, one that continues to the present. The list of official contacts is appended to this report, and while there is no unanimity of opinion about the planning process or design of the campus, it appears that all legitimate interests in the region have been heard, and will continue to be heard.
- 26 The University of California, Santa Cruz, is attempting to receive some 1,200 acres of land adjacent to the State University footprint for a research center. At present, some difficulties with the conveyance need to be solved, primarily concerning usage of the land for private or commercial development. The location next to the proposed State University campus should prove to be a strong asset for both institutions and for the region in general.
- 27 The State University proposes to close the Monterey County Center, which the Commission approved as an official State University educational center in 1988. Such a closure is unfortunate, since transportation access to Fort Ord is inconvenient for many, and because the center served a somewhat different clientele than that envisioned for the new campus. Nevertheless, the State University proposes to move the center's programs to the campus, which should help currently enrolled students complete their programs. Overall, the Salinas Valley will be better served by the more comprehensive campus, but there will undoubtedly be some personal hardships in the short run.
- 28 Relations with the area community colleges, particularly Monterey Peninsula College, have presented a number of challenges. Monterey Peninsula College has been adversely affected by the closure of Fort Ord, particularly in the Fall 1993 term when it lost about 23 percent of its enrollment. The fact that the State University proposes to offer lower-division courses from the outset has caused some friction between the two institutions. The Commission believes that, should the State University insist on an immediate lower-division component, it would be a prudent decision if enrollments at that level were as small as possible for at least the first three years of campus operation -- perhaps no greater than one-fourth of the undergraduate total. Given the current enrollment projections, that would create a lower-division component of 115 full-time-equivalent students in Fall 1995, growing to about 300 in Fall 1998. About three fourths of those students would be from the local area. After 1998, a ratio approximating the systemwide ratio of lower-division to upper-division students (30/70 percent) would be a reasonable goal.
- 29 Even with a small lower-division component, it will be helpful for both the State University and Monterey Peninsula College (as well as the other com-

munity colleges in the area) to continue to develop agreements that will serve the best interests of both institutions. Such agreements might include guarantees of upper-division admission for students who agree to attend an area community college for two years, housing for nonresident community college students on the new campus, and other shared programs. A Memorandum of Understanding should be signed by the area's institutions as soon as possible.

Economic efficiency

- 30 It has been argued, principally by various interests in the Monterey Bay region, that the State University should build a campus in order to help revive the local economy. Such an argument should play no part in the Commission's or the State's decision to create a campus from the former military base. The decision to create the campus should be based strictly on the State's need for additional educational access and service capacity, the State University's ability to meet that need, and the Monterey Bay area's need for educational services. The campus may well have a positive economic impact, but local economic benefits should not constitute the primary reason for creating it.
- 31 The Commission has reviewed all of the known fiscal arguments against establishing a campus at Fort Ord. These include contentions that existing campuses can accommodate all projected growth, that campuses should be built only in urban areas, and that support costs will be excessive. Each of these criticisms of the project has been discussed in this report, and the Commission has found them all to be without serious merit. The penultimate conclusion of this report is that California will benefit substantially as a result of the conveyance of the property to the California State University.

Recommendations Based on its analysis of the California State University's proposal to establish a new campus in Monterey County on land donated by the federal government at the former U.S. Army base at Fort Ord, and pursuant to its responsibilities under Section 66904 of the Education Code, the Commission offers the following recommendations to the Governor, the Legislature, and the Trustees of the California State University:

1. It is recommended that California State University, Monterey Bay, be approved as the twenty-first comprehensive campus of the California State University system, and that it enroll students at the lower-division, upper-division, and graduate levels beginning with the Fall 1995 term. This recommendation is subject to the three conditions stated below, and recommendations 2 through 4 regarding lower-division instruction:

- a. The conveyance of the property must include the housing currently contained within Frederick and Schoonover Parks, as well as the dormitory buildings in the central campus footprint area;
 - b. The federal government must assume responsibility for the cleanup of any toxic wastes within the conveyed land;
 - c. The federal government must assume responsibility for the renovation, conversion, and retrofitting of the buildings on the conveyed land.
2. It is recommended that the California State University and the four Community Colleges (Cabrillo, Gavilan, Hartnell, and Monterey Peninsula) in the Monterey-San Benito-Santa Cruz (Tri-County) region make every effort to consummate cooperative and collaborative agreements. Examples of such agreements -- which should be ratified by specific memoranda of understanding (MOU) -- might include facilities sharing, provision of remedial instruction, joint faculty appointments, housing agreements, time shortened degrees, guaranteed upper division transfer, cross-institutional enrollments, and other matters the parties may determine to be mutually beneficial. Any completed MOU's should be forwarded to the Commission.
3. It is recommended that the California State University and the region's community colleges agree to a memorandum of understanding regarding the provision of lower division instruction at California State University, Monterey Bay by no later than September 1, 1994, and that a copy of that agreement be forwarded to the Commission by September 5.
4. Should the California State University and the region's community colleges not reach agreement on a memorandum of understanding by September 1, 1994 -- and should the Commission determine that additional time would be unlikely to produce an agreement -- the Commission will forward its recommendations on funding priorities and appropriate lower-division enrollment levels for California State University, Monterey Bay for the 1995-96 fiscal year to the Governor, the Legislature, the Department of Finance, and the Office of the Legislative Analyst by October 1, 1994.
5. Since a formal academic plan for California State University, Monterey Bay has not yet been completed, it is recommended that the Chancellor's office forward progress reports on the development of the plan to the Commission every three months beginning July 1, 1994 until the plan is completed and approved by the Trustees.
6. At such time as an academic plan is developed and approved by the Trustees, Commission staff will meet with campus and systemwide representatives to discuss and agree upon a set of core undergraduate programs for the California State University, Monterey Bay. These core programs will not require Commission review or response at a later time but will be for-

warded in final proposal form for Commission information only. Other degree programs outside the core should be submitted to the Commission concomitant with the Commission's new approach to program review in which the Commission has the opportunity early in each program's development to review a planning proposal, raise questions, and state those Commission concerns that must be addressed in the final proposal.

- 7. Since most student financial aid programs do not provide for such costs, it is recommended that the State University make every effort to provide funding for transportation, and other necessary expenses that may be incurred prior to enrollment, to financially needy students accepted for admission to California State University, Monterey Bay.**
- 8. It is recommended that the State University make every effort to establish convenient access to the Monterey Bay campus from Salinas by constructing or improving a roadway through the eastern gate of the former base.**

2

Background to the Proposal

Introduction Since the inception of the *Master Plan for Higher Education, 1960-1975*, the California Legislature has assigned to the California Postsecondary Education Commission -- and to its predecessor agency, the Coordinating Council for Higher Education -- the responsibility for overseeing the orderly growth of public higher education in the State. While the Governor and Legislature have always reserved for themselves the authority for final approval of new institutions, they have never overridden a recommendation from either the Commission or the Council about building a new campus or the appropriateness of a new site.

The specific Education Code sections that assign oversight responsibilities to the Commission include the following:

66903 (5) It [the Commission] shall advise the Legislature and Governor regarding the need for and location of new institutions and campuses of public higher education.

66904. It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the commission shall determine, shall not be authorized or acquired unless recommended by the commission.

With specific reference to the State University, there is another section that details the Commission's responsibilities:

89002. The campuses authorized in subdivisions (s), (u) and (v) of Section 89001 shall commence construction only upon resolution of the trustees, approved by the California Postsecondary Education Commission.

Section 89001 refers to all of the institutions currently included within the California State University system, plus the three referenced by letter above. Institution "s" refers to a potential campus in Contra Costa County (where an approved off-campus center currently exists), institution "u" to a potential campus in Redwood City, and institution "v" to a potential campus in Ventura. In addition, Senate Bill No. 1425 (Mello) is currently under consideration that would add "subsection (x)" to Section 89001 to include a potential campus in Monterey County.

Pursuant to these various Education Code sections, in 1975 the Commission developed a series of guidelines and procedures for the review of new campus and center proposals, then revised them in 1978, 1982, 1990, and most recently in August 1992. The most recent of these revisions (Appendix A) contains a number of clarifications and refinements of the earlier versions, and gives specific support for the first time to the statewide long-range planning process recommended by the Commission in its *Framework for Statewide Facilities Planning* (1992a). That planning framework refined and further defined the Commission's long-range plan-

ning responsibilities that were codified in the Commission's original enabling legislation (AB 770, Chapter 1187, Statutes of 1973), and which have been reinforced by various legislative mandates and requests for studies ever since

The original -- and current -- legislation directed the Commission as follows

66903(1) It shall require the governing boards of the segments of public postsecondary education to develop and submit to the commission institutional and systemwide long-range plans in a form determined by the commission after consultation with the segments

That language has been largely incorporated into both Supplemental Budget Language and the Commission's own guidelines for review of new campuses. The Supplemental Budget Language derived from deliberations on the 1990-91 Governor's Budget and, regarding the State University, stated the following

Reassessment of CSU's Long Range Growth Plans It is the intent of the Legislature that the California State University reassess its *Growth Plan for 1990-2005 (Growth and Diversity Meeting the Challenge)* and continue with its long range planning activities. This shall include

- (1) An analysis of available demographic data (including K-12 and community college data) regarding enrollment trends and participation rates of the diverse ethnic groups that constitute California's population
- (2) A range of enrollment projections, including each interval year, for the period 1990/91 to 2005/06, along with the assumptions underlying these projections
- (3) An explicit analysis of regional needs and priorities
- (4) An emphasis on the accommodation of enrollment increases by the expansion of enrollment on existing campuses to the maximum extent feasible

The planning activities should result in an estimate of the timing of the need for additional or improved facilities which will be required to accommodate anticipated enrollment demand at differing levels. The result of such planning activities shall be submitted to the California Postsecondary Education Commission for review, comment, and/or direction, as appropriate, and should precede any proposals for temporary and/or permanent off-campus centers and new campuses, if any

The remaining language called for various status reports and directed the State University to develop any and all proposals for new campuses and centers in accordance with the Commission's guidelines for the review of new campuses and centers

Those guidelines reinforce the legislative mandates, as does the Commission's 1992 *Framework* document. Taken collectively, they have produced the current long-range planning process that is scheduled to be completed late in 1994 and is to cover the period between 1995 and 2010. It is anticipated that the proposal for California State University, Monterey Bay, will be included within the State University's revised and updated long-range plan

Within this planning context, the Commission requires that a system or community college district proposing to establish a new campus or educational center submit a more detailed short-term plan through a two-stage process that begins with a "letter of intent to expand." Such a letter must contain a number of items: (1) a preliminary ten-year enrollment projection for the new campus, (2) the geographic location of the new campus, with maps showing population density, topography, and road and highway configurations, (3) if more than one new institution is proposed, the reason for placing priority on one over another, (4) a time schedule for campus development, (5) a ten-year capital outlay budget, and (6) the authorizing resolution from the governing board. If the Commission reviews that letter favorably, the system is then invited to submit a comprehensive proposal -- referred to as a "needs study" report -- that the Commission reviews according to ten criteria in order to determine its merit, after which the Commission recommends to the Governor and the Legislature that the new campus be approved or disapproved. (The Commission discusses those criteria in their entirety in Part Three of this report.)

Origins of the proposal

The California State University's proposal to establish a comprehensive baccalaureate university in Monterey is the direct result of the end of the Cold War. With the disintegration of Soviet communism, the fall of the Berlin Wall, and the general lessening of tensions between East and West, it became clear to both the President and Congress that a major downsizing of America's military presence both domestically and on the world stage would be both possible and desirable. To that end, Congress passed the "Defense Base Closure and Realignment Act of 1990" (Public Law 101-510, Title XXIX), an act that created the Base Realignment and Closure Commission (BRAC), which was directed to make its recommendations to President Bush by July 1, 1991. According to the legislation, neither Congress nor the President could be selective about the closure of any individual military base or installation; each branch of government was required to either accept or reject the BRAC recommendations in their entirety.

Appendix B of this report contains a complete chronology of events since then regarding Fort Ord, but a brief summary is warranted here. In April 1991, Secretary of Defense Cheney released his recommendations for base closures, a list that included over 100 bases from all service branches, among which was the largest Army base (28,000 acres) in the United States, Fort Ord in Monterey County. On July 1, the BRAC Commission agreed with the Secretary regarding Fort Ord, and recommended that its primary complement of personnel, the Seventh Light Infantry Division (no heavy tanks, armor, or artillery), be moved in its entirety to Fort Lewis in Washington State.

The State University's interest in Fort Ord began on July 3, 1991, when then President Gail Fullerton of San Jose State University met with then Congressman Leon Panetta of Monterey to discuss the possibilities for obtaining a portion of the base for educational purposes. This led to further discussions within the Chancellor's Office and then a letter to the Commission (Appendix C) on September 30 notify-

ing the Executive Director of some of the State University's activities, which included consideration of a "relocation of the Monterey County off-campus center of San Jose State University and possible future expansion into a full-service campus to serve the region." This initial effort at exploring ideas for State University involvement was formally endorsed by the Board of Trustees on October 25, 1991.

Discussions continued for the remainder of 1991 and into early 1992, with a number of elected representatives becoming involved at this early stage, among them Governor Wilson, Congressman Panetta (now Director of the Office of Management and Budget), State Senators Alquist (San Jose) and Morgan (Morgan Hill), and Assembly Members Areias (Salinas), Farr (Monterey), Mello (Gilroy), Vasconcellos (San Jose), and Seastrand (San Luis Obispo). On April 9, 1992, Governor Wilson wrote to Secretary of Education Lamar Alexander to add his "conceptual support for CSU's proposal" to acquire part of the base. By June, the State University had developed plans to open an Office of Planning and Development (OPD) in the Monterey area, and on July 15, the Trustees approved another resolution, this time supporting application and negotiation to obtain land at Fort Ord for a "full-service residential campus," provided sufficient land and residential facilities could be provided. The following day, the State University advised the Commission in writing of the Trustees action.

In September, the Legislature added a provision to the 1992-93 Budget Act appropriating \$1 million from the 1988 Higher Education Capital Outlay Bond Fund for "Monterey County Campus -- master planning feasibility studies, cost-benefit analyses." These funds were used to open the planning office next door to the base in Seaside and to hire the initial complement of staff, principally Dr. Steven Arvizu from California State University, Bakersfield as Interim Provost, and Col. R. E. (Hank) Hendrickson (USA, Ret.) as Executive Dean. At that stage of development, however, planning activities remained under the primary leadership of San Jose State University and its Interim President, J. Handel Evans.

On November 4, the State University again advised the Commission of its activities regarding Fort Ord (Appendix D). It indicated that it regarded this correspondence as satisfying the requirement for a letter of intent, even though all requisite materials were not provided at that time. On December 7, the State University and the University of California agreed to develop a Memorandum of Understanding for a "cooperative academic and capital planning effort", and on December 17, the State University and the Commission signed a Memorandum of Understanding "to address long range planning needs of CSU and CPEC for regional and statewide planning" (reproduced in Appendix E).

As the first step in the joint planning activities, the Commission's executive director wrote the State University's chancellor on January 27, 1993, accepting the State University's "letter of intent to expand" and discussing the possibilities for developing "a bold and imaginative new campus that will require creativity [in which] the educational vision should embrace not only high academic standards but also challenge traditional approaches to pedagogy, management, and the de-

livery of educational services ” The letter concluded with a commitment on behalf of the Commission to collaborate “in attempting to think new thoughts, to try new ideas, and to respond to a changing environment ”

Planning intensified throughout 1993, starting with a strong endorsement of the project in the 1993-94 Governor’s Budget, which was released to the Legislature on January 18 The chronology in Appendix B of this report contains a long list of presentations to the Trustees, contacts with legislators at both the State and federal levels, contacts between the State University and various State agencies, including the Commission, the University of California, and the California Community Colleges, presentation of the Commission’s first report on the subject in October (ibid), and documentation of visits to the base by various officials In addition to these events, there were many other contacts among State University personnel, local officials, representatives of independent colleges, and community college administrators and faculty to discuss matters of interest surrounding the proposed establishment of the new campus

Early in 1994, the State University met with Commission staff to discuss development of the “needs study” report that is analyzed at length in the third and final section of this report It was agreed then that the study should be delivered to the Commission by March 1 -- a date that was met After reviewing that report, Commission staff requested additional materials to support and amplify the needs study, these arrived in the form of a revised edition of the first report on March 24 (1994b)

**The Commission’s
first report
on the campus**

In October 1993, the Commission approved its first report on the proposed conversion of Fort Ord to a State University campus, *Creating a Campus for the Twenty-First Century -- The California State University and Fort Ord* In part, that report was designed to provide readers with an overview of the Fort Ord conversion process, and to respond, as required by the Commission’s guidelines, to the State University’s “letter of intent to expand ” More importantly, however, and as part of its planning responsibilities undertaken pursuant to the Memorandum of Understanding between the Commission and the State University, the Commission endeavored to provide State University planners with some guidance and suggestions that might well be incorporated into the State University’s planning efforts for the proposed new campus These suggestions fell into several categories (1) the educational environment likely to be found in the twenty-first century, (2) the uses of technology, and (3) the possibility of changing both the management and the organization of academic institutions generally with the objective of continuously improving quality

The Commission noted that the societal environment rapidly taking shape for the twenty-first century will most likely contain at least six elements

- *The knowledge-based society* Much economic focus has shifted from an industrial-based society to a service-oriented society premised on information and knowledge Societal expectations are heightened, and the concept of higher education has shifted from a narrow to a broad focus Education and higher

level training are no longer regarded as solely the domain of higher education institutions. This has significant implications for the way in which higher education is viewed and utilized.

- ♦ *Educational technology* Rapid technological advances demand change in all sectors of higher education, from academic delivery systems to facilities construction. There are new opportunities for networking and restructuring higher education processes and systems in ways that are no longer constrained by time, space, or location.
- ♦ *The “new” quality emphasis* The total quality movement in the corporate sector has created a new emphasis on the process of quality improvement within higher education. This interest in quality is coupled with public concerns about the value and costs of education and growing competition from other organizations entering the knowledge and production arena. Colleges and universities are being asked to develop evaluation measures and standards of performance across all functional areas.
- ♦ *Multiculturalism* Changing and shifting demographics is one of the most widely recognized and studied trends affecting higher education. Traditional labels, such as majority and minority, have lost much of their meaning in light of society’s growing diversity.
- ♦ *Internationalism* A world view is beginning to emerge. Societal and technological advancements are eliminating traditional barriers among countries and global markets. This perspective requires a shift in the scope and focus of North American higher education, particularly in California, which is on the edge of the Pacific rim and therefore highly accessible to the emerging economies of Asia, Latin America, and Mexico. As transitional relationships continue to develop, the differences between American higher education and other countries’ educational systems are lessening.
- ♦ *Financing higher education* The true costs of higher education have gone relatively unrecognized, in part due to the heavy investments in education that governments have traditionally made. These sources of funds are shrinking and being redistributed in ways that reflect shifting governmental priorities. It has become clear that alternative sources of revenue for higher education must be identified and developed. College and university operations are being held more accountable for the effective and efficient use of resources.

The Commission observed that societal change invariably conflicts with institutional inertia, and higher education is no different. Those within the institutions who are used to doing things in ways that have long since become comfortable and predictable are offended and often angered by the suggestion that they must learn new methodologies, adapt to new forms, and think in new ways. It has been observed more than once that there are many within the academic community who strongly favor innovation and change in broad areas of American society, so long as one of those areas is not the university itself.

The Commission indicated that a conflict between new societal directions and old university procedures is evident from a number of indicators, including increasing criticism from the public, governmental agencies, and independent analysts, as well as public opinion polls that show a decline in confidence in education as an institution. Further, one of the elements in the new societal equation -- decreased financial support from the public sector -- tends to highlight and even exacerbate most of the others. For example, reduced resources make it more difficult to purchase new technological equipment, to initiate new programs to serve workers needing retraining, and to provide quality training for employees. At the same time, however, a shortage of resources produces tremendous pressures for change, which in turn can lead to even greater internal resistance from those who must make the changes.

The Commission concluded that whatever the resistance, change must nevertheless occur, and will occur. With specific regard to the proposed new campus, it offered two conclusions that should ultimately be incorporated into any viable vision for the new campus (p. 52).

In planning for the Monterey Bay campus, the State University should take the probable realities of life in the twenty-first century into account. Those realities will include the facts that the United States will be a technologically oriented, knowledge-based society, there will be an overwhelming emphasis on manufacturing and service quality (including educational services), multiculturalism and internationalism will dominate social, political, and economic life, and in the midst of rapid change and an increasing demand for higher education services, resources for higher education will be limited as never before, and higher education will be asked to do far more with less.

Planning for Fort Ord should not advance along traditional pedagogical and managerial lines. The new campus should devise a highly flexible and administrative-ly "flat" organizational structure that will not only encourage educational innovation and a multidisciplinary curriculum, but will also discourage the establishment of academic fiefdoms.

In being asked to do more with less, higher education leaders tend to agree that technology is the answer. As the Commission noted, almost everyone has experienced major changes in their lives over just the past few years as a result of such technological advances as bar-code scanners, fax machines, compact discs, cellular phones, cable television, or home computers. In the future, those advances will continue to the point where the young people of today will be so comfortable with myriad technological applications at home and in school that they will expect the same once they enter institutions of higher education. In short, whether or not faculty and administrators are prepared to adopt new instructional technologies, it is almost certain that their students will demand them.

The Commission also suggested that technology alone will not be enough to transform the academy to a new, twenty-first century format. There must also be a comprehensive commitment to teaching quality and administrative flexibility. To that end, the Commission discussed the principles of "Total Quality Management"

(TQM) at some length, the managerial philosophy developed by the late W. Edwards Deming that revolutionized manufacturing in Japan, is currently revolutionizing manufacturing in such major American firms as Ford, Motorola, and Intel, among many others, and that is under intense discussion within the higher education community. Its overriding premise is that institutions must change from "provider-driven cultures" to "client or customer-driven cultures," and from hierarchical structures to flat structures, from bureaucratic "by-the-book" decision processes to flexible procedures that are geared more to achieving a predetermined objective or goal and less to simply following the rules regardless of outcome.

Such a philosophy may have major implications for the way higher education conducts itself. As an example, budgetary allocations based on counting the number of hours spent by students in class could be replaced by outcome measures such as competencies obtained or degrees/certificates awarded. Faculty may be rewarded as much for producing software packages, providing individual instruction in computer laboratories, or organizing distance education courseware as for teaching a traditional class or seminar. Faculty and staff reward systems may change dramatically also, and could be affected either directly or indirectly by the performance of students.

At this early stage of the application of both technology and quality management systems to higher education, it is impossible to foresee what structural and pedagogical forms the new ideas may take. As promising as TQM is, it is also clear that it has encountered much resistance, that the changes in the academic culture it requires will be difficult to implement, and that the challenge of customizing it to particular university settings is far from developed. What is possible to foresee, however, is that major changes will occur in the very near future, changes as dramatic as those introduced by the industrial revolution. Experiments such as the "charter school" movement -- an offshoot of the TQM philosophy -- in the public schools are already under way, and are showing early signs of producing good results. In the State University, there is no such comparable movement yet, but there is a trend towards fewer bureaucratic structures and controls, and a reduction in strict formula-driven budgetary allocations, all of which are elements of the quality movement.

Possibly above all, and it is a point worth repeating, the quality movement requires a reorientation of the academic environment from a provider orientation to a customer orientation. To many, that idea is itself extremely confusing, since so many within the academic community believe they are serving the customers -- the students -- as well as they can be served. In part, the problem is conceptual, since it is extremely difficult to determine who the "customers" really are, and indeed what the "product" is. Colleges and universities do not produce automobiles, paper products, or furniture. They do produce human beings with intellectual tools that are not easy to quantify. In this sense, students may not be the customers at all, they may be a product generated by an institution which is then purchased by the real customers -- business, industry, and government. In other senses, however, students are truly consumers of housing, food, books, and a host of other materials and services.

All of this discussion impacts the creation and development, perhaps the evolution, of the proposed California State University, Monterey Bay. From the outset, and as will be noted in the next part of this report, the “vision” for this campus has always been for something that has not existed before within the California State University system. This vision is not just for an innovative curriculum, although that is proposed, nor just for an innovative administrative structure, although that is integral to the organizational ethos. More than anything, as the Commission has noted in a growing number of its reports, it is for a new idea of how higher education’s business should be conducted, a “fresh look” at everything from structure to resources to priorities to accountability to intersegmental relationships. In its 1993 report, the Commission endeavored to suggest some ideas to the State University that should be taken seriously as the planning process moves forward. That process has now resulted in a needs study by the State University that acknowledges the Commission’s effort and endeavors to incorporate some of its thinking. As the process continues, it will be important that the impetus for innovation, for new structural arrangements, and for increases in measurable productivity not be forgotten.

**The Legislative
Analyst’s report**

In February of this year, the Office of the Legislative Analyst released its *Analysis of the Budget Bill, 1994-95*, which contained a lengthy section concerning the proposed Monterey Bay campus. In general, the Analyst felt that information provided through January was insufficient for the Legislature to make informed decisions regarding the proposed campus. Specifically, the Analyst stated (p. I-43)

In order to make an informed decision on the statewide and regional implications of the proposed new campus at Monterey Bay, the Legislature needs information from the CSU on the specific short- and long-run costs and impacts of the proposed new campus.

The Analyst noted that the State University had requested, but did not receive, \$15 million for the Fort Ord project in the Governor’s Budget for 1994-95. In addition, the State University stated its intention to redirect another \$3 million from within internal resources to the Fort Ord endeavor. Given this fiscal uncertainty, the Analyst raised a number of specific questions:

- ♦ Is a new CSU campus needed to accommodate future enrollments?
- ♦ How does the proposed new Monterey Bay campus fit with existing and potential capacity at other CSU campuses?
- ♦ What are the potential short-term trade-offs with regard to student access?
- ♦ What are the state’s capital outlay costs for the new campus?
- ♦ Does the Monterey Bay enrollment plan and “vision” meet the state’s needs?

Some of these questions, particularly the last, tend to be open ended and subject to the vagaries of opinion, but those questions related to enrollment growth and physical capacity can be discussed empirically, and will be later in this report.

Among the Analyst's greatest concerns are the long-range planning implications of the new campus, particularly in light of the absence of a State University long-range development plan. Such a plan is currently under development, and will be folded into an overall statewide plan for facilities development that the Commission will present to the Legislature in 1995, but such a plan does not exist at the present time. Because of that, the Analyst inquires whether a new campus is really needed, even one involving the gift of hundreds of millions of dollars in land and buildings.

In *The 1990-91 Budget Perspectives and Issues*, we found no demonstrated need to plan for any new CSU campuses based on the Department of Finance (DOF) Demographic Unit's enrollment projections and the CSU's capacity projections through 2005-06. Since that time, the DOF has revised its enrollment projections for 2005-06 *downward* [Analyst's emphasis] by 5 percent. This tends to support our previous conclusion for this time period.

Another issue raised by the Analyst involves the tradeoffs between existing and proposed campuses. Given the fiscal austerity in which higher education finds itself, the Analyst asked if the allocation of limited resources to Fort Ord, where the small initial enrollment will make economies of scale impossible, will reduce enrollment -- and therefore access -- to other campuses where the funds would go further. As the Analyst notes, the requested \$21 million in support (more recently reduced to \$13.3 million, as Display 23 below notes) may provide educational services to only 1,000 full-time-equivalent students at Monterey Bay, but could support 4,500 on a mature campus. Given that, and the fact that excess capacity currently exists within the State University system, the Analyst speculates on the necessity of acquiring Fort Ord at this time.

Other questions concern the possible need for State capital outlay funding and the adequacy of the State University's "vision" in meeting future State needs. The Analyst specifically raises questions about (1) the need for graduate enrollment, (2) the expansion of educational technology, (3) service to the needs of a "multi-cultural society," and (4) the provision of new and innovative collaborative arrangements with other institutions.

The Analyst concludes by acknowledging the opportunities presented by base conversion, but also indicates possible dangers. Mostly, the Analyst appears to believe that the case for California State University, Monterey Bay, has not been made and that more information is necessary (p. I-51).

Defense conversion presents the state with opportunities as well as risks. In this analysis, we focus on the short- and long-run costs and impacts of the proposed new CSU campus at Fort Ord. Over the past several months we have been meeting with the CSU concerning the Fort Ord proposal, and have advised the CSU staff of the information needs discussed above.

The Legislature needs this information in order to evaluate the statewide and regional implications of this proposal. To properly inform the Legislature and assist it in the evaluation of options on how best to proceed, the CSU should identify how Fort Ord fits into its systemwide plans, particularly with regard to enrollment pro-

jections and campus capacities, capital outlay and support costs, and student access trade-offs

The Commission addresses some of those questions in the next section of this report, but conclusive answers to other questions must await the future

3

Analysis of the Proposal

Introduction Planning for the orderly growth of California public higher education is among the most important and difficult responsibilities assigned to the Commission by the Governor and the Legislature. In some ways, it is a responsibility related to the one assigned to the Base Realignment and Closure Commission (BRAC) that recommended the downsizing of Fort Ord almost to the point of its outright closure. Congress assigned the job of base closure to a Commission because it realized that the infighting over military bases among its own members would create a process that would probably be both unfair, and ultimately, unmanageable. The California State Legislature assigned the responsibility for making recommendations concerning public higher education expansion to the California Postsecondary Education Commission for exactly the same reason, to make the process as fair and objective as possible.

The Commission has long believed that the process of developing new campuses, as well as off-campus centers, must begin with a global context and then proceed to a detailed justification of a specific proposal. Clearly, if it can be demonstrated that there is no statewide need for additional capacity, then even the most closely reasoned justification for a new campus would be irrelevant. If the need for capacity can be demonstrated, however, then other questions emerge, such as where the greatest need exists for such space, when it should be built, what kinds of students are most in need of educational services, which of the three systems of higher education should be expanded, and whether the services can be provided in ways other than the construction of a new campus or educational center.

In 1988 and 1989, the Commission embarked on a comprehensive, statewide, long-range planning process that culminated in *Higher Education at the Crossroads: Planning for the Twenty-First Century* (1990c), which projected enrollments to 2005, offered estimates of the costs of new campuses and off-campus centers, discussed the capacity of independent institutions, warned of the coming resource shortage that emerged later that year and has continued to the present, and offered a number of policy directions for legislative consideration. That report represented the first in what has become a substantial series of planning documents the Commission has developed for the purpose of defining legislative options and shaping higher education's future (1991, 1992a, 1992c, 1993a, 1993c, 1993d, and 1993e).

The Commission's *Crossroads* effort did not produce a comprehensive statewide plan for the development of higher education, but it did have the effect of institutionalizing and regularizing the planning process. Supplemental Language to the 1990-91 Budget Act -- noted in Part Two of this report -- aided that process further where the State University was specifically concerned by calling for a number

of follow-up reports, some of which continue to be developed. Unfortunately, the budget crises of the 1990s have not been conducive to the dispassionate development of long-range designs, and it is therefore not possible to state that the proposal for a new campus in Monterey Bay can be analyzed within the framework of a well-articulated and fully matured statewide plan.

However, such a plan is under consideration at the present time. The Commission is engaged in a major update to the *Crossroads* report -- one that will develop planning options for the period between 1995 and 2010. The process of developing that report is in its early stages, although some long-range enrollment projections have been developed by the Demographic Research Unit of the Department of Finance, and each of the three public systems is working on its long-range development plans. The most recent enrollment projections will be discussed shortly, and should begin to provide a context for the consideration of the Fort Ord proposal. In one sense, this is a matter of considering the specific prior to the general, which is no one's preference, but in the case at hand, there is little meaningful choice. That review may not be taking place under the most ideal circumstances, but it must take place nevertheless.

Both the State University and the Commission have endeavored to consider the systemwide and statewide implications of the possible conversion of Fort Ord to educational uses, and it is certain that the further consideration of those implications will guide the development of the new campus, if it is approved. Planning is a continuous process, which means that when the statewide plan is developed, it will provide a guide to the development of proposed new campuses. At this stage of deliberations, and as discussed more fully below with respect to the consideration of alternatives, the primary issue is whether or not to accept a sizable gift of land and buildings from the federal government. Almost all of the other issues surrounding this proposal, those of academic planning, enrollment levels, intersegmental relations, the provision of student services, and related concerns, are secondary to this consideration, even though they are extremely important in their own right.

For the Commission, the Fort Ord proposal is the most complex it has ever considered. The nuances and subtleties of various policy options seem endless, and the number of people involved, virtually all of whom have large stakes in the outcome, is impressive. It is the first proposal the Commission has ever considered where virtually every conceivable level of government is involved, and with several subsets of each level. These include the Governor and the Legislature, several federal agencies, several State agencies, the University of California and the local community colleges, numerous constituencies within the State University, every city and county government in the region, all elected representatives in the region (and some adjacent to it), plus a host of independent colleges and universities, private corporations, public interest organizations, and activist groups. Many of these organizations have contradictory agendas or purposes that lead them to desire the same property. Needless to say, there is no course of action open to the State University that will satisfy everyone.

**Overview
of the region**

Displays 1 through 5 below and on the next several pages show various views of the Monterey Bay region, of Fort Ord, and of the "footprint" of the State University's proposed 1,300-acre campus



DISPLAY 1

*General Location
of Fort Ord
in Monterey County*

Monterey Bay lies about 100 miles south of San Francisco, and is among California's and the nation's greatest natural wonders, boasting such attractions as the Monterey Bay National Marine Sanctuary, the Seventeen Mile Drive, the Asilomar Conference Center, and the world famous resorts at Pebble Beach and Spanish Bay. Next door is the Salinas Valley, which formed the setting for many of John Steinbeck's novels, and which represents one of the primary sources of fresh vegetables in the nation. Three marine laboratories ring the bay, including the State University's facility at Moss Landing. Monterey itself is the home of the Defense Language Institute, the Monterey Bay Aquarium, the Monterey Institute for International Studies, and the Naval Postgraduate School, and it is near the Santa Cruz campus of the University of California, San Jose State University, and Stanford University to the north, and Cal Poly, San Luis Obispo, to the south.

The Army has operated Fort Ord since 1917, where it has served both as a boot camp (between 1947 and 1975) and as the home of the Seventh Light Infantry Division for all of the other years of its existence. At its height, Fort Ord employed some 16,000 military and civilian personnel, and contributed about \$800 million to the local economy. The loss of the Fort Ord payroll has had a highly negative economic and social impact on the region, and has prompted local officials to be aggressive in seeking replacement activities, not the least of which is the proposed California State University, Monterey Bay. At present, it appears that the search for replacements is showing considerable promise, as the following partial list of agencies and organizations that have expressed an interest in obtaining part of the facility indicates:

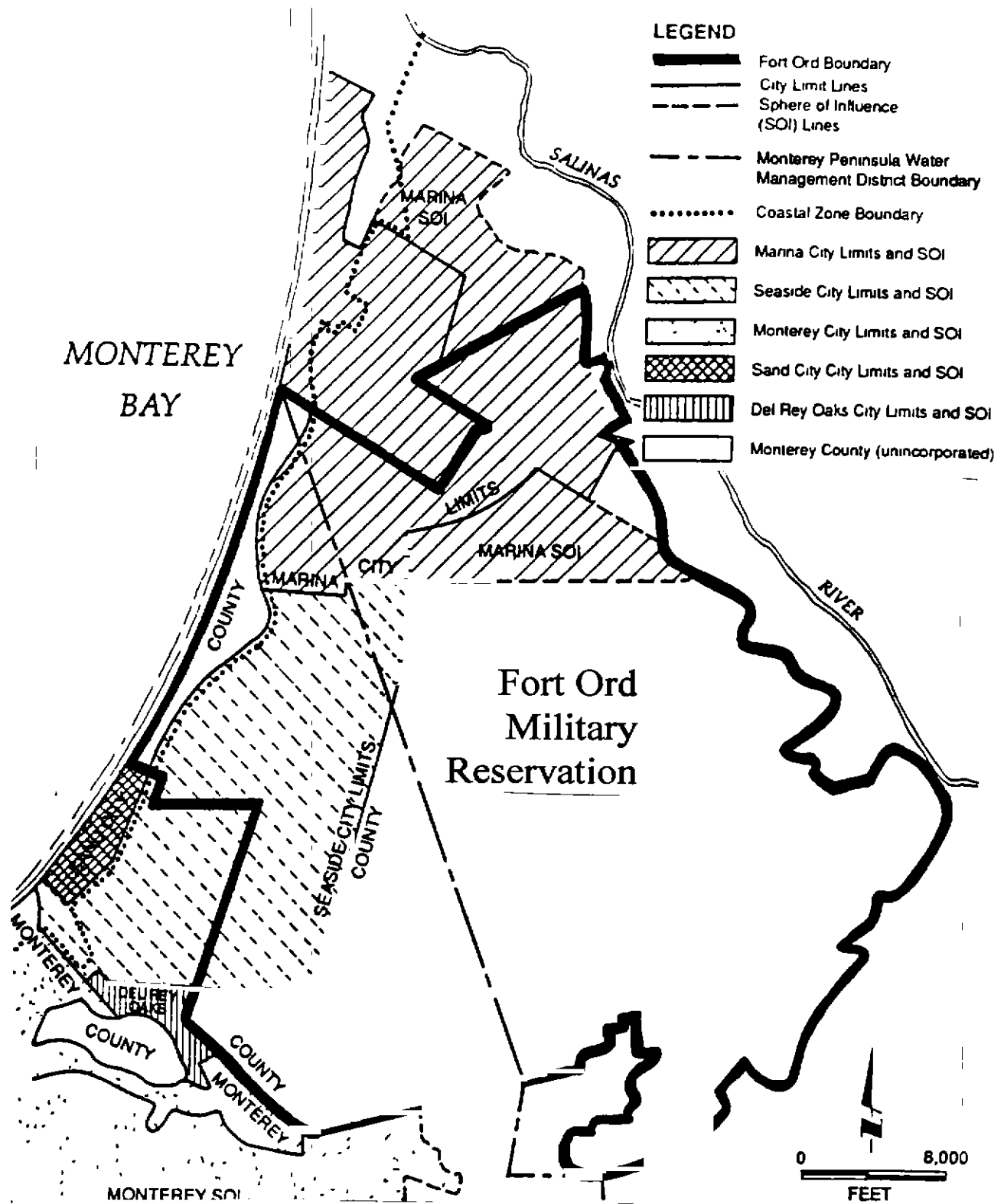
FEDERAL AGENCIES

Bureau of Land Management
Defense Language Institute
Federal Bureau of Prisons,
Department of Justice
National Aeronautics and Space
Administration

National Oceanic and
Atmospheric Administration
National Park Service
United States Geological Survey

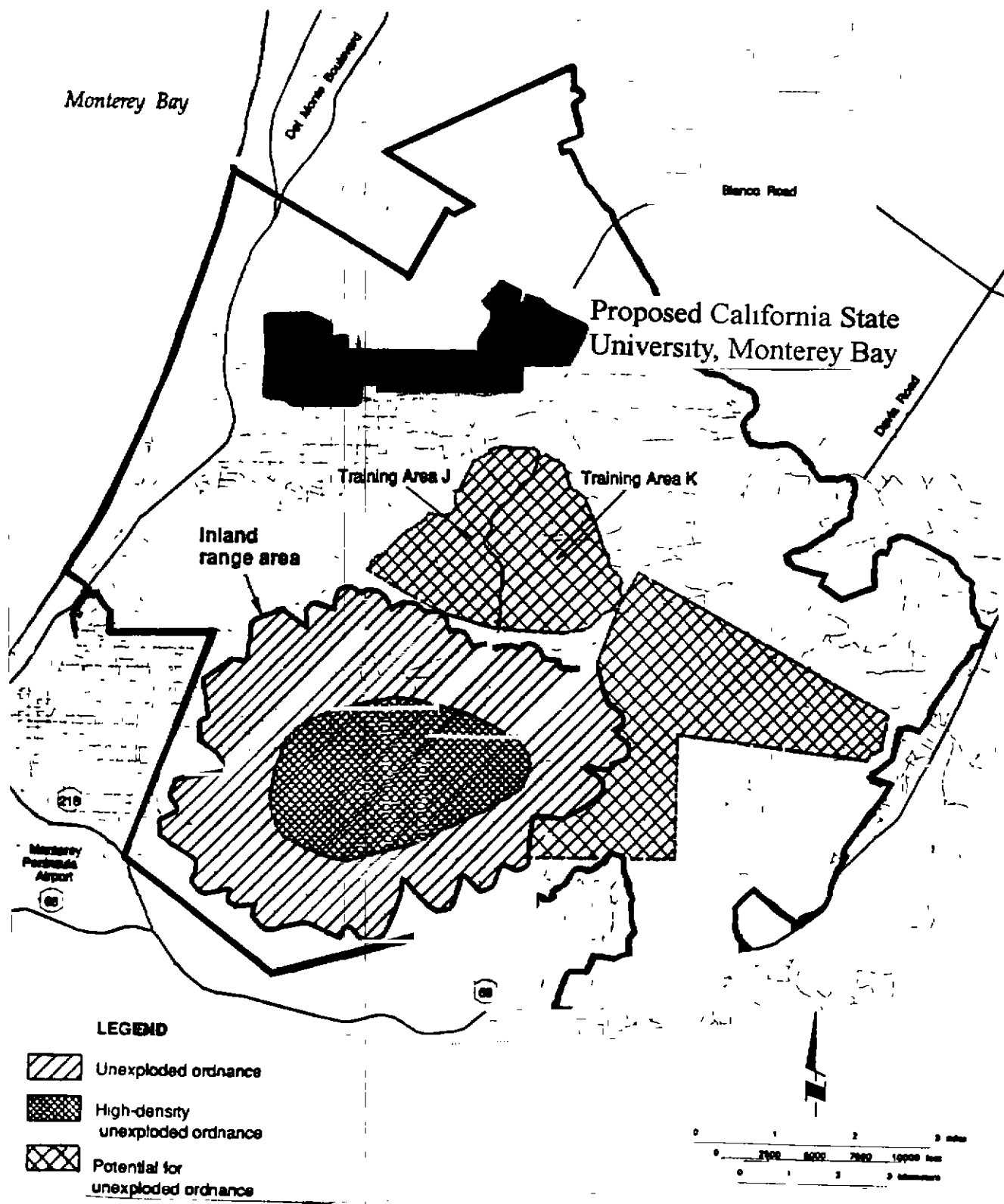
(text continues on page 32)

DISPLAY 3 General View of Fort Ord, Showing Local Jurisdictional Boundaries



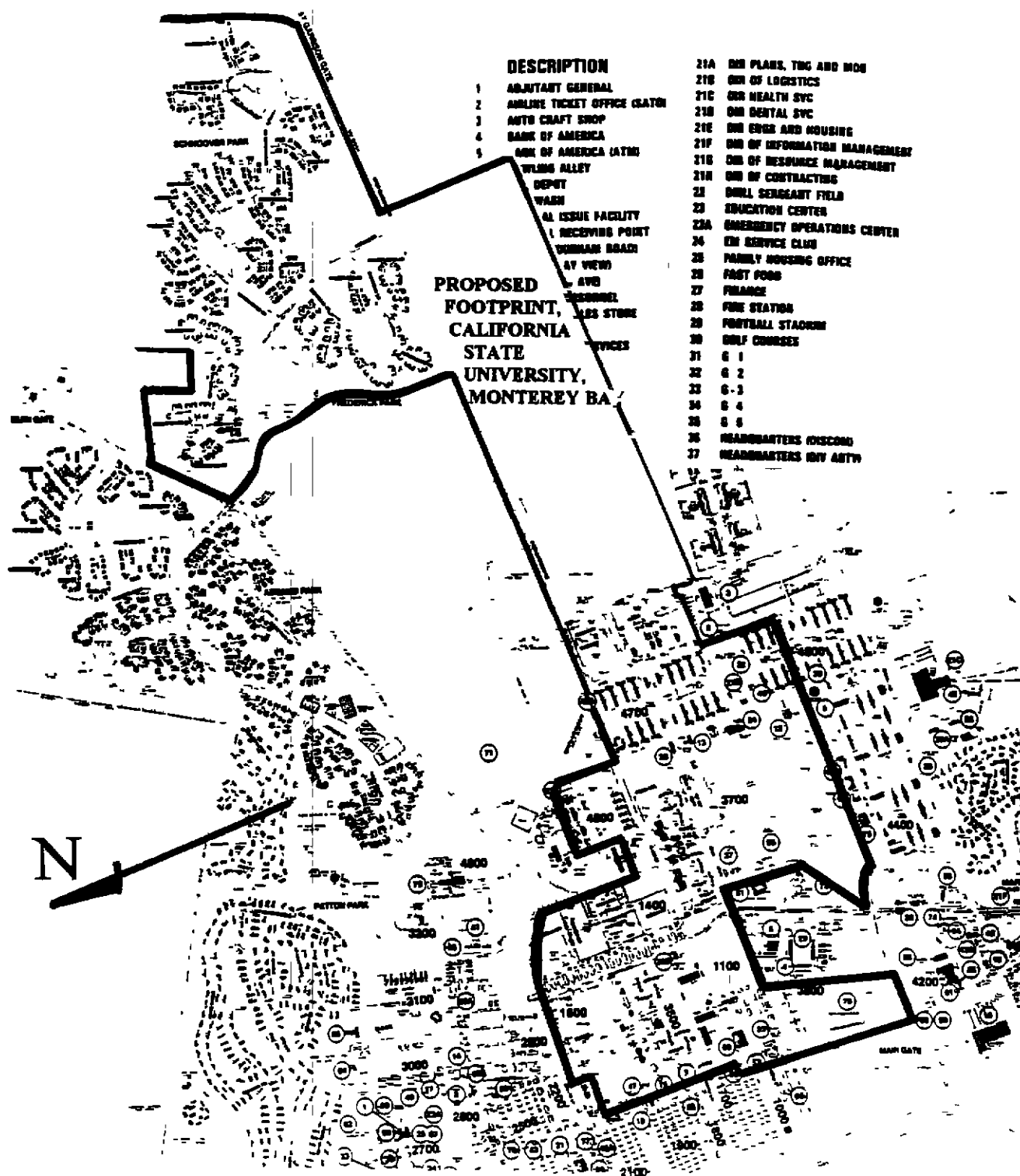
Source: The California State University

DISPLAY 4 *The State University "Footprint" at Fort Ord and Areas of Unexploded Ordnance*



Source: The California State University

DISPLAY 5 Detailed View of the "Footprint" for the Proposed Monterey Bay Campus



Source: California Postsecondary Education Commission, 1993b, p. 28

STATE AGENCIES

The California State University
Department of Fish and Game
Department of Parks and Recreation

California Peace Officers Standards
and Training
University of California, Santa Cruz

CITY AND COUNTY AGENCIES

City of Seaside
Monterey Bay Aquarium

Monterey County Parks Department
Monterey Peninsula Regional Parks
District

OTHER NON-PROFIT AGENCIES

Chapman University
Golden Gate University
Goodwill Industries
Hartnell College
Monterey College of Law

Monterey Institute for International
Studies
Monterey Peninsula College
Seven public schools and one private school
YMCA and McKinney Act organizations

In addition, a number of corporate interests may or may not become involved depending on the resolution of the claims of the public entities

Although the Seventh Light Infantry Division was moved to Fort Lewis in Washington State, Fort Ord will continue to be the home of the Presidio of Monterey Army Training and Doctrine Command, which will occupy some 1,500 acres of the base adjacent to the proposed State University campus. The remaining 26,500 acres of the base will be available for transfer and reuse, although it is virtually certain that some 8,000 acres of artillery ranges with unexploded ordinance, shown in Display 4, will remain under military quarantine for the foreseeable future. At present, 1,300 acres have been reserved for the State University, 1,200 for the University of California, and 3,000 for corporations or individuals, with the remainder designated for park lands, allocated to public benefit uses such as education, or parceled out to federal, State, and local agencies. Because the federal Environmental Protection Agency has designated Fort Ord as a Superfund site where substantial toxic wastes exist, it may be many years before certain areas of the base are usable for any purpose.

The Commission's criteria for approval of new campuses

Within this context, the Commission has analyzed the proposal for California State University, Monterey Bay in light of its 1992 *Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers* (1992b), which contain the following ten criteria by which proposals are evaluated:

- 1 The proposal must contain both statewide and local ten-year enrollment projections approved by the Demographic Research Unit of the Department of Finance, and projected enrollment must be sufficient to establish the campus
- 2 Programmatic alternatives must be considered, including such possibilities as establishing a center instead of a campus, expanding existing campuses or increasing utilization, sharing facilities with other institutions, or using nontraditional educational delivery systems

- 3 There must be a plan to serve disadvantaged and historically underrepresented students
- 4 There must be an academic master plan, with all programs described and justified
- 5 The proposal must include an analysis of both capital and support costs
- 6 There should be a cost-benefit analysis of alternative sites
- 7 Physical, social, and demographic characteristics must be described, and a plan for transportation access to the site presented
- 8 An environmental impact report should be provided
- 9 There should be a strong consultation process with the community and its institutions, and the impact of the proposed campus on the enrollments of existing campuses in the area must be considered
- 10 More favorable consideration will be given to proposals where land or other tangible assets are donated, and where intersegmental cooperation can be demonstrated

The remaining sections of this report analyze the proposal in terms of each of these criteria, with the criteria quoted in italics at the start of each section

Enrollment projections

Criterion 1 1 Enrollment projections must be sufficient to justify the establishment of the "new institution " For a proposed new university campus, enrollment projections for each of the first ten years of operation from the campus's opening date must be provided

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment projections For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections

Undergraduate enrollment projections for new institutions of the . . . California State University shall be presented in terms of headcount and full-time-equivalent students (FTES)

Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees, must be provided

Criterion 1 4 For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational

centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the system must specify why these regional needs deserve priority attention over competing needs in other sectors of the State University system for both support and capital outlay funding.

Statewide enrollment projections

As these criteria on enrollment projections indicate, the Commission relies on the projections of the Demographic Research Unit of the California Department of Finance, which produces enrollment projections for all three higher education segments on a regular basis. The Unit's most recent set of projections for the State University is shown in Displays 6, 7, and 8 -- the last presenting these projections

DISPLAY 6 *California State University Headcount Enrollment, 1990-1992, and Projected Enrollment, 1993-2010*

| Year | 1992 Series ¹ | | | 1993 Series | | | 1993 Low Range | | | 1993 High Range | | |
|-------------------|--------------------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|-----------------|-------------------|---------|
| | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total |
| Historical | | | | | | | | | | | | |
| 1990 | 294,083 | 74,970 | 369,053 | 294,083 | 74,970 | 369,053 | 294,083 | 74,970 | 369,053 | 294,083 | 74,970 | 369,053 |
| 1991 | 287,815 | 74,089 | 361,904 | 287,815 | 74,089 | 361,904 | 287,815 | 74,089 | 361,904 | 287,815 | 74,089 | 361,904 |
| 1992 | 279,200 | 74,800 | 354,000 | 277,122 | 70,571 | 347,693 | 277,122 | 70,571 | 347,693 | 277,122 | 70,571 | 347,693 |
| Projected | | | | | | | | | | | | |
| 1993 | 270,800 | 75,600 | 346,400 | 258,000 | 68,700 | 326,700 | 242,300 | 66,600 | 308,900 | 285,300 | 95,100 | 380,400 |
| 1994 | 268,000 | 76,500 | 344,500 | 238,900 | 70,100 | 309,000 | 222,700 | 67,200 | 289,900 | 297,800 | 95,700 | 393,500 |
| 1995 | 275,200 | 77,700 | 352,900 | 226,400 | 71,600 | 298,000 | 213,900 | 67,800 | 281,700 | 317,700 | 96,500 | 414,200 |
| 1996 | 288,800 | 78,900 | 367,700 | 222,300 | 73,200 | 295,500 | 210,000 | 68,300 | 278,300 | 338,800 | 96,900 | 435,700 |
| 1997 | 303,600 | 80,100 | 383,700 | 227,400 | 74,700 | 302,100 | 209,100 | 68,800 | 277,900 | 349,600 | 97,500 | 447,100 |
| 1998 | 319,400 | 81,300 | 400,700 | 237,700 | 76,100 | 313,800 | 210,500 | 69,300 | 279,800 | 357,200 | 97,900 | 455,100 |
| 1999 | 334,600 | 82,400 | 417,000 | 251,000 | 77,600 | 328,600 | 213,400 | 69,600 | 283,000 | 364,300 | 98,100 | 462,400 |
| 2000 | 348,700 | 83,700 | 432,400 | 267,200 | 79,100 | 346,300 | 218,000 | 70,000 | 288,000 | 373,000 | 98,400 | 471,400 |
| 2001 | 363,500 | 85,400 | 448,900 | 285,400 | 80,600 | 366,000 | 223,700 | 70,400 | 294,100 | 383,200 | 98,800 | 482,000 |
| 2002 | 378,000 | 87,000 | 465,000 | 304,600 | 82,300 | 386,900 | 229,300 | 71,000 | 300,300 | 393,200 | 99,500 | 492,700 |
| 2003 | 391,500 | 88,700 | 480,200 | 324,500 | 84,000 | 408,500 | 235,100 | 71,600 | 306,700 | 403,200 | 100,200 | 503,400 |
| 2004 | 403,400 | 90,500 | 493,900 | 341,600 | 84,800 | 426,400 | 240,300 | 72,300 | 312,600 | 412,400 | 101,100 | 513,500 |
| 2005 | 415,400 | 92,500 | 507,900 | 356,300 | 85,700 | 442,000 | 245,600 | 73,100 | 318,700 | 421,600 | 102,000 | 523,600 |
| 2006 | | | | 371,100 | 86,800 | 457,900 | 252,500 | 73,900 | 326,400 | 433,100 | 103,200 | 536,300 |
| 2007 | | | | 386,100 | 87,600 | 473,700 | 261,400 | 74,700 | 336,100 | 447,400 | 104,200 | 551,600 |
| 2008 | | | | 404,100 | 88,500 | 492,600 | 273,200 | 75,600 | 348,800 | 466,600 | 105,400 | 572,000 |
| 2009 | | | | 423,800 | 89,600 | 513,400 | 285,900 | 76,500 | 362,400 | 488,500 | 106,700 | 595,200 |
| 2010 | | | | 442,500 | 90,000 | 532,500 | 297,800 | 77,400 | 375,200 | 510,300 | 108,100 | 618,400 |

¹ The 1992 numbers were estimates in the 1992 Series which projected enrollments only through 2005.

Source: Demographic Research Unit, State Department of Finance.

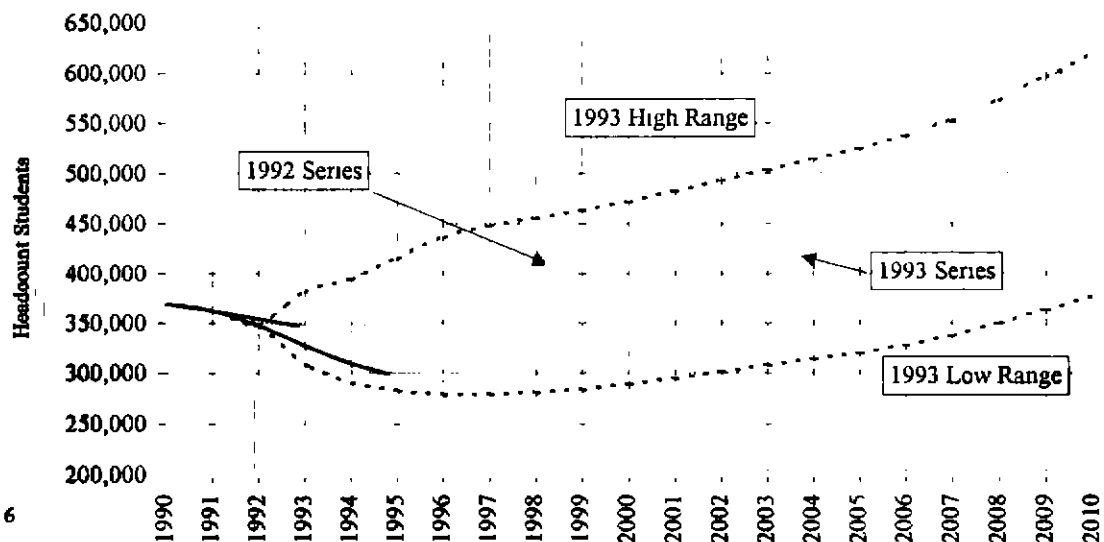
DISPLAY 7 *Percent Changes in California State University Headcount Enrollment, 1990-1992, and in Projected Enrollment, 1993-2010*

| Year | 1992 Series ¹ | | | 1993 Series | | | 1993 Low Range | | | 1993 High Range | | |
|-------------------|--------------------------|-------------------|-------|-----------------|-------------------|-------|-----------------|-------------------|--------|-----------------|-------------------|-------|
| | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total | Under-graduates | Graduate Students | Total |
| Historical | | | | | | | | | | | | |
| 1991 | -2.1% | -1.1% | -1.9% | -2.1% | -1.1% | -1.9% | -2.1% | -1.1% | -1.9% | -2.1% | -1.1% | -1.9% |
| 1992 | -2.9% | 0.9% | -2.1% | -3.7% | -4.7% | -3.9% | -3.7% | -4.7% | -3.9% | -3.7% | -4.7% | -3.9% |
| Projected | | | | | | | | | | | | |
| 1993 | -3.0% | 1.0% | -2.1% | -6.9% | -2.6% | -6.0% | -12.5% | -5.6% | -11.1% | 2.9% | 34.7% | 9.4% |
| 1994 | -1.0% | 1.1% | -0.5% | -7.4% | 2.0% | -5.4% | -8.0% | 0.9% | -6.1% | 4.3% | 0.6% | 3.4% |
| 1995 | 2.6% | 1.5% | 2.4% | -5.2% | 2.1% | -3.5% | -3.9% | 0.8% | -2.8% | 6.6% | 0.8% | 5.2% |
| 1996 | 4.9% | 1.5% | 4.1% | -1.8% | 2.2% | -0.8% | -1.8% | 0.7% | -1.2% | 6.6% | 0.4% | 5.1% |
| 1997 | 5.1% | 1.5% | 4.3% | 2.2% | 2.0% | 2.2% | -0.4% | 0.7% | -0.1% | 3.1% | 0.6% | 2.6% |
| 1998 | 5.2% | 1.4% | 4.4% | 4.5% | 1.8% | 3.8% | 0.6% | 0.7% | 0.6% | 2.1% | 0.4% | 1.7% |
| 1999 | 4.7% | 1.3% | 4.0% | 5.5% | 1.9% | 4.7% | 1.3% | 0.4% | 1.1% | 1.9% | 0.2% | 1.6% |
| 2000 | 4.2% | 1.5% | 3.6% | 6.4% | 1.9% | 5.3% | 2.1% | 0.5% | 1.7% | 2.3% | 0.3% | 1.9% |
| 2001 | 4.2% | 2.0% | 3.8% | 6.8% | 1.8% | 5.6% | 2.6% | 0.5% | 2.1% | 2.7% | 0.4% | 2.2% |
| 2002 | 3.9% | 1.8% | 3.5% | 6.7% | 2.1% | 5.7% | 2.5% | 0.8% | 2.1% | 2.6% | 0.7% | 2.2% |
| 2003 | 3.5% | 1.9% | 3.2% | 6.5% | 2.0% | 5.5% | 2.5% | 0.8% | 2.1% | 2.5% | 0.7% | 2.1% |
| 2004 | 3.0% | 2.0% | 2.8% | 5.2% | 0.9% | 4.3% | 2.2% | 0.9% | 1.9% | 2.2% | 0.8% | 2.0% |
| 2005 | 2.9% | 2.2% | 2.8% | 4.3% | 1.0% | 3.6% | 2.2% | 1.1% | 1.9% | 2.2% | 0.8% | 1.9% |
| 2006 | | | | 4.1% | 1.2% | 3.5% | 2.8% | 1.0% | 2.4% | 2.7% | 1.1% | 2.4% |
| 2007 | | | | 4.0% | 0.9% | 3.4% | 3.5% | 1.0% | 2.9% | 3.3% | 0.9% | 2.8% |
| 2008 | | | | 4.6% | 1.0% | 3.9% | 4.5% | 1.2% | 3.7% | 4.2% | 1.1% | 3.6% |
| 2009 | | | | 4.8% | 1.2% | 4.2% | 4.6% | 1.1% | 3.8% | 4.6% | 1.2% | 4.0% |
| 2010 | | | | 4.4% | 0.4% | 3.7% | 4.1% | 1.1% | 3.5% | 4.4% | 1.3% | 3.8% |

1 The 1992 percentage changes were estimates in the 1992 Series, which projected enrollments only through 2005

Source Demographic Research Unit, State Department of Finance

DISPLAY 8 *California State University Headcount Enrollment, 1990-1992, and Projected Enrollment, 1993-2010*



Source Display 6

graphically Display 9 below shows physical and planned enrollment capacity figures for the system for various years. Planned enrollment capacities can change periodically at the discretion of the Trustees, but they must be assumed to be static for the purposes of the long-range projection. Physical capacity figures are drawn from the Trustees' 1994-95 capital outlay program request (The California State University, 1993b). These capacity figures have been updated recently and are considered to be more accurate than previous totals. Accordingly, earlier capacity totals are not included in the display.

Display 10 on the opposite page is a graphic presentation of the Demographic

DISPLAY 9 *California State University Headcount and Full-Time-Equivalent Student Enrollment, 1990-1992, and Projected Enrollment, 1993-2010, with Projected 20-Campus Physical and Planned Enrollment Capacities, 1994 to 1999¹*

| Year | <u>1992 Baseline Series¹</u> | | <u>1993 Baseline Series</u> | | <u>1993 Low Range</u> | | <u>1993 High Range</u> | | Capacity (Full-Time-Equivalent Students) | | | |
|-------------------|---|-------------------------------|-----------------------------|-------------------------------|-----------------------|-------------------------------|------------------------|------------------------------|--|---|--|---|
| | Head-Count Enrollment | Full-Time-Equivalent Students | Head-Count Enrollment | Full-Time-Equivalent Students | Head-Count Enrollment | Full-Time-Equivalent Students | Head-Count Enrollment | Full-Time-Equivalent Student | Physical Capacity | Physical Capacity Exceeds the 1993 Baseline Series by | Planned Enrollment Capacity ³ | Enrollment Capacity Exceeds the 1993 Baseline Series by |
| Historical | | | | | | | | | | | | |
| 1990 | 369,053 | 275,510 | 369,053 | 275,510 | 369,053 | 275,510 | 369,053 | 275,510 | | | | |
| 1991 | 361,904 | 268,364 | 361,904 | 268,364 | 361,904 | 268,364 | 361,904 | 268,364 | | | | |
| 1992 | 354,000 | 260,503 | 347,693 | 260,503 | 347,693 | 260,503 | 347,693 | 260,503 | | | | |
| Projected | | | | | | | | | | | | |
| 1993 | 346,400 | 259,800 | 326,700 | 245,025 | 308,900 | 231,675 | 380,400 | 285,300 | | | 245,650 | 0.2% |
| 1994 | 344,500 | 258,375 | 309,000 | 231,750 | 289,900 | 217,425 | 393,500 | 295,125 | 257,792 | 11.2% | | |
| 1995 | 352,900 | 264,675 | 298,000 | 223,500 | 281,700 | 211,275 | 414,200 | 310,650 | 258,926 | 15.8% | | |
| 1996 | 367,700 | 275,775 | 295,500 | 221,625 | 278,300 | 208,725 | 435,700 | 326,775 | 262,940 | 18.6% | | |
| 1997 | 383,700 | 287,775 | 302,100 | 226,575 | 277,900 | 208,425 | 447,100 | 335,325 | 267,535 | 18.0% | | |
| 1998 | 400,700 | 300,525 | 313,800 | 235,350 | 279,800 | 209,850 | 455,100 | 341,325 | 267,094 | 13.4% | | |
| 1999 | 417,000 | 312,750 | 328,600 | 246,450 | 283,000 | 212,250 | 462,400 | 346,800 | 274,603 | 11.4% | | |
| 2000 | 432,400 | 324,300 | 346,300 | 259,725 | 288,000 | 216,000 | 471,400 | 353,550 | | 5.7% | | |
| 2001 | 448,900 | 336,675 | 366,000 | 274,500 | 294,100 | 220,575 | 482,000 | 361,500 | | 0.0% | | |
| 2002 | 465,000 | 348,750 | 386,900 | 290,175 | 300,300 | 225,225 | 492,700 | 369,525 | | -5.3% | | |
| 2003 | 480,200 | 360,150 | 408,500 | 306,375 | 306,700 | 230,025 | 503,400 | 377,550 | | -10.3% | | |
| 2004 | 493,900 | 370,425 | 426,400 | 319,800 | 312,600 | 234,450 | 513,500 | 385,125 | | -14.1% | | |
| 2005 | 507,900 | 380,925 | 442,000 | 331,500 | 318,700 | 239,025 | 523,600 | 392,700 | | -17.1% | | |
| 2006 | | | 457,900 | 343,425 | 326,400 | 244,800 | 536,300 | 402,225 | | -20.0% | | |
| 2007 | | | 473,700 | 355,275 | 336,100 | 252,075 | 551,600 | 413,700 | | -22.7% | | |
| 2008 | | | 492,600 | 369,450 | 348,800 | 261,600 | 572,000 | 429,000 | | -25.6% | | |
| 2009 | | | 513,400 | 385,050 | 362,400 | 271,800 | 595,200 | 446,400 | | -28.6% | | |
| 2010 | | | 532,500 | 399,375 | 375,200 | 281,400 | 618,400 | 463,800 | | -31.2% | 371,087 | -7.0% |

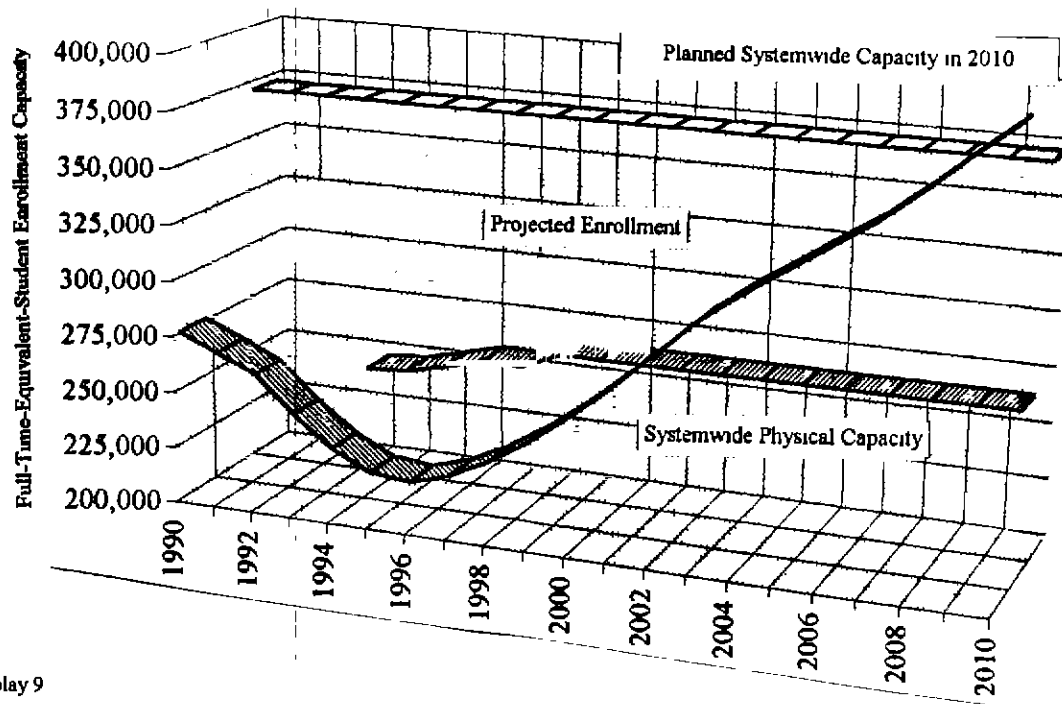
1 Based on ten-year historical trend where full-time-equivalent student enrollment equals 75 percent of headcount enrollment.

2 The 1992 enrollment numbers were estimates at that time.

3 Preliminary figures. Year-to-year figures have not been defined, and some campus projections are subject to further consideration by the State University.

Sources: Demographic Research Unit, State Department of Finance, and Office of the Chancellor, the California State University.

DISPLAY 10 *Comparison of California State University Campus Capacities with Full-Time-Equivalent Student Enrollment, 1990-1992, and Projected Enrollment, 1993-2010*



Source Display 9

Research Unit's 1993 baseline enrollment projection, adjusted to reflect full-time-equivalent students, compared to the State University's currently projected full-time-equivalent student capacity and its ultimate planned enrollment capacity projected outward to 2010. From this display, it is apparent that the State University will need to acquire a substantial amount of additional capacity space beyond that envisioned in the existing five-year plan contained in the 1994 capital outlay program. At the same time, however, it should be noted that the State University's current planned enrollment capacities at its existing campuses, when compared to the Demographic Research Unit's enrollment projections, obviate the need to construct any new campuses in the short term. To put this another way, when considering only the gross planning totals, the Demographic Research Unit estimates a 2010 headcount enrollment of 532,500, which should translate to about 400,000 full-time-equivalent students. The planned enrollment capacities of the existing 20 campuses total 371,087, as shown in Displays 11 and 12 on pages 38 and 39. The ultimate enrollment ceilings -- the maximum potential capacity of the system -- are only slightly higher at 376,000, but could be extended to as high as 389,000 if the master plan "ceilings" or limits at Fresno and San Bernardino are increased (Display 13 on page 39 shows those ceilings). Yet even then, additional space would still be needed by 2010 -- less than 15 years from now.

Enrollment projections for the proposed campus

The Commission's guidelines envision a situation where a proposed new campus

DISPLAY 11 Fall 1993 Headcount and Full-Time-Equivalent Student Enrollment in the California State University, Compared to Preliminary Estimates of Planned Enrollment Capacity in Fall 2010

| Campus | 1993 | | 2010 | | Difference | |
|-------------------------------|--------------|----------------------|---------------|----------------------|--------------|----------------------|
| | Headcount | Full Time-Equivalent | Headcount | Full-Time-Equivalent | Headcount | Full-Time-Equivalent |
| Bakersfield | 5,276 | 4,160 | 9,500 | 7,970 | 4,224 | 3,810 |
| Chico ¹ | 14,706 | 12,694 | 16,700 | 14,110 | 1,994 | 1,416 |
| Dominguez Hills ² | 11,914 | 7,408 | 22,250 | 13,900 | 10,336 | 6,492 |
| Fresno ³ | 17,956 | 14,600 | 30,900 | 25,000 | 12,944 | 10,400 |
| Fullerton ⁴ | 22,565 | 15,300 | 31,700 | 22,000 | 9,135 | 6,700 |
| Hayward ⁵ | 12,583 | 10,616 | 24,650 | 22,475 | 12,067 | 11,859 |
| Humboldt ⁶ | 7,122 | 6,445 | 8,600 | 8,045 | 1,478 | 1,600 |
| Long Beach ⁷ | 27,073 | 18,423 | 40,300 | 28,153 | 13,227 | 9,730 |
| Los Angeles ⁸ | 17,788 | 13,314 | 21,100 | 15,768 | 3,312 | 2,454 |
| Northridge ⁹ | 27,282 | 19,191 | 35,700 | 27,000 | 8,418 | 7,809 |
| Pomona ¹⁰ | 17,050 | 13,941 | 24,800 | 22,434 | 7,750 | 8,493 |
| Sacramento | 23,316 | 17,309 | 33,200 | 24,650 | 9,884 | 7,341 |
| San Bernardino ¹¹ | 12,121 | 8,951 | 27,600 | 19,010 | 15,479 | 10,059 |
| San Diego ¹² | 28,131 | 20,700 | 33,200 | 25,470 | 5,069 | 4,770 |
| San Francisco ¹³ | 25,713 | 18,051 | 28,500 | 20,057 | 2,787 | 2,006 |
| San Jose ¹⁴ | 27,057 | 18,476 | 39,800 | 27,000 | 12,743 | 8,524 |
| San Luis Obispo ¹⁵ | 15,449 | 14,332 | 19,200 | 20,000 | 3,751 | 5,668 |
| San Marcos | 2,372 | 1,720 | 12,600 | 9,100 | 10,228 | 7,380 |
| Sonoma | 6,551 | 5,270 | 9,230 | 7,524 | 2,679 | 2,254 |
| Stanislaus | <u>5,857</u> | <u>4,384</u> | <u>13,000</u> | <u>10,421</u> | <u>7,143</u> | <u>6,037</u> |
| All Campuses | 327,882 | 245,285 | 482,530 | 370,087 | 154,648 | 124,802 |
| International Programs | <u>332</u> | <u>365</u> | <u>1,000</u> | <u>1,000</u> | <u>668</u> | <u>635</u> |
| Totals | 328,214 | 245,650 | 483,530 | 371,087 | 155,316 | 125,437 |

- 1 Chico will be at its ceiling (14,000 full-time-equivalent students) by 2010. Includes 110 such students off-site in 2010.
- 2 Dominguez Hills includes 950 statewide full-time-equivalent nursing students in 2010.
- 3 Fresno plans to increase its ceiling to 25,000 full-time-equivalent students by 2010.
- 4 Fullerton will be at its 20,000 full-time-equivalent student ceiling by 2010. Includes off-campus enrollments.
- 5 Hayward includes summer quarter full-time-equivalent students and off-campus center headcount and full-time-equivalent students.
- 6 Humboldt will be at its 8,000 full-time-equivalent student ceiling by 2010. Includes 45 such students in Summer Arts.
- 7 Long Beach will be at its 25,000 full-time-equivalent student ceiling by 2010. Includes 3,153 off-campus full-time-equivalent students in 2010.
- 8 Los Angeles includes summer-quarter full-time-equivalent students.
- 9 Northridge will be at its 25,000 full-time-equivalent students ceiling by 2010. Includes off-campus enrollments. The addition of the proposed new center in Ventura accounts for virtually all of the 2,000 full-time-equivalent students in off-campus instruction.
- 10 Pomona includes summer-quarter full-time-equivalent students.
- 11 San Bernardino plans to change its ceiling from 12,000 to 20,000 full-time-equivalent students. Includes off-campus enrollments.
- 12 San Diego will be at its 25,000 full-time-equivalent student ceiling in 2010. Includes off-campus enrollments.
- 13 San Francisco will be at its 20,000 full-time-equivalent student ceiling by 2010. Includes off-campus enrollments.
- 14 San Jose will be at its 20,000 full-time-equivalent student ceiling by 2010. Includes 2,000 off-campus full-time-equivalent students.
- 15 San Luis Obispo will be at its 15,000 full-time-equivalent student ceiling by 2010. Includes 2,400 off-campus full-time-equivalent students.

Source: The California State University, 1994b.

DISPLAY 12 *Composition of Fall 1993 Headcount and Full-Time-Equivalent Student Enrollment in the California State University, Compared to Preliminary Estimates of Planned Enrollment Capacity in Fall 2010*

| Type of Full-Time-Equivalent Student | 1993 | 2010 | Difference |
|--------------------------------------|------------------|---------|------------------|
| Campus Academic Year (on-site) | 237,731 | 341,395 | 103,664 |
| Summer Term | 4,916 | 11,033 | 6,117 |
| Off-Campus Center | 2,638 | 9,996 | 7,358 |
| Off-Site | N/A ¹ | 7,663 | N/A ¹ |
| Campus Total | 245,285 | 370,087 | 124,802 |
| International Programs | 365 | 1,000 | 635 |
| Total | 245,650 | 371,087 | 125,437 |
| Total Fall Headcount Enrollment | 328,214 | 483,530 | 155,316 |

¹ Off-site instruction occurs now but is not separable from on-site in the database

Source: The California State University, 1994b

DISPLAY 13 *Planned Full-Time Equivalent Enrollment Ceilings of the California State University Campuses in 2010-11*

| Campus | Status in 2010-11 | Current Ceiling |
|-----------------------------|-------------------|-----------------|
| Bakersfield | Growing | 12,000 |
| Chico | At ceiling | 14,000 |
| Dominguez Hills | Growing | 20,000 |
| Fresno ¹ | At ceiling | 20,000 |
| Fullerton | At ceiling | 20,000 |
| Hayward | Growing | 18,000 |
| Humboldt | At ceiling | 8,000 |
| Long Beach | At ceiling | 25,000 |
| Los Angeles | Growing | 25,000 |
| Northridge | At ceiling | 25,000 |
| Pomona | Growing | 20,000 |
| Sacramento | At ceiling | 25,000 |
| San Bernardino ² | Growing | 12,000 |
| San Diego | At ceiling | 25,000 |
| San Francisco | At ceiling | 20,000 |
| San Jose | At ceiling | 25,000 |
| San Luis Obispo | At ceiling | 15,000 |
| San Marcos | Growing | 25,000 |
| Sonoma | Growing | 10,000 |
| Stanislaus | Growing | 12,000 |
| All Campuses (current) | | 376,000 |
| All Campuses (proposed) | | 389,000 |

¹ Ceiling planned to increase to 25,000 full-time-equivalent students

² Ceiling planned to increase to 20,000 full-time-equivalent students

Source: The California State University, 1994b

or center will draw heavily from the region it is to serve. Consequently, once a statewide need for additional instructional capacity has been established, attention would normally turn to the local area to see if sufficient population exists to support the new institution. In the case of the proposed California State University, Monterey Bay, however, many of the ordinary assumptions about campus expansion do not apply, since it is the State University's eventual intention to draw most of its enrollment from outside the area -- a circumstance unique in the system's history. Accordingly, the ability of the local area to generate enrollment, while important, cannot form the primary long-term justification for the establishment of the

institution. At the same time, given the State University's plan to establish a largely residential campus, it is critical that the State University demonstrate convincingly that it will be able to draw the non-local students it intends to enroll.

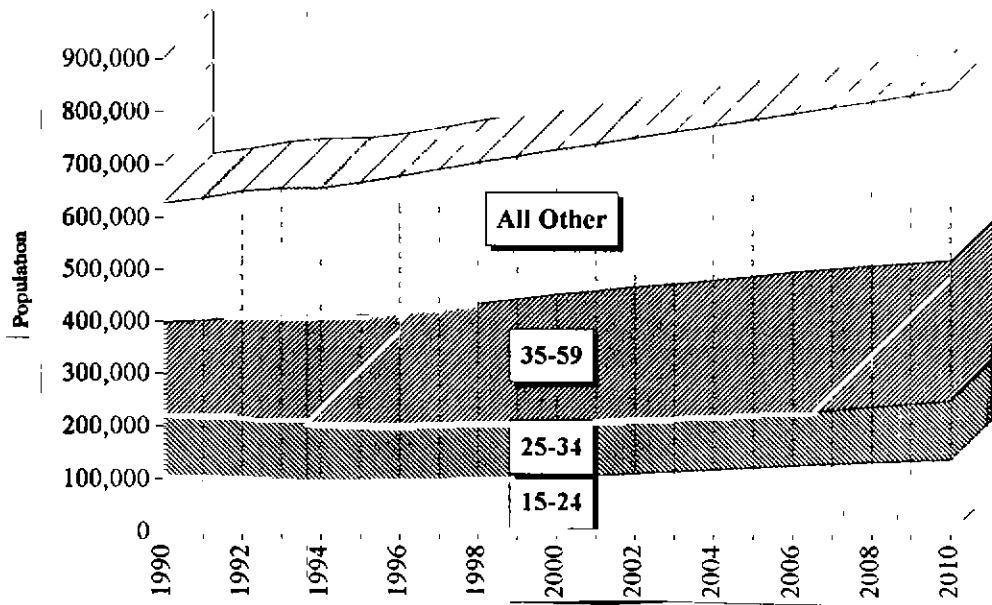
In its needs analysis, the State University based most of its projection for the new campus on local population and high school enrollment data, since it is expected that most students who will form the campus's initial enrollment nucleus will be from the local area -- Monterey, San Benito, and Santa Cruz Counties. According to the Demographic Research Unit, the population of those counties is as shown in Displays 14 and 15 on page 40. In looking at Display 14 in particular, the effects of closing Fort Ord can be seen clearly in the population losses of the 15-24 and 25-34-year-old age groups.

Overall, the Tri-County region -- and Monterey County, in particular -- is not expected to lose any net population in any year between 1990 and 1995, but in the critical college-going age groups that form the primary pool of students for both the potential new campus and the existing community colleges, the losses total 20,634 people between 1990 and 1995.

DISPLAY 14 Population Projections for the Tri-County Region, 1990 to 2010

| <u>Year</u> | <u>County Population</u> | | | <u>Tri-County Totals by Age Group</u> | | | | <u>Total</u> |
|-------------|--------------------------|-------------------|-------------------|---------------------------------------|--------------|--------------|------------------|--------------|
| | <u>Monterey</u> | <u>San Benito</u> | <u>Santa Cruz</u> | <u>15-24</u> | <u>25-34</u> | <u>35-59</u> | <u>All Other</u> | |
| 1990 | 358,800 | 37,000 | 230,800 | 104,012 | 117,344 | 177,121 | 228,123 | 626,600 |
| 1991 | 365,609 | 37,456 | 233,232 | 101,637 | 116,202 | 183,867 | 234,591 | 636,297 |
| 1992 | 373,506 | 39,290 | 236,194 | 100,929 | 116,214 | 191,260 | 240,587 | 648,990 |
| 1993 | 377,235 | 40,522 | 237,257 | 98,134 | 113,474 | 197,513 | 245,893 | 655,014 |
| 1994 | 375,680 | 41,739 | 238,329 | 92,852 | 108,807 | 203,495 | 250,594 | 655,748 |
| 1995 | 382,986 | 42,944 | 239,656 | 93,044 | 107,678 | 210,128 | 254,736 | 665,586 |
| 1996 | 389,413 | 44,348 | 244,738 | 93,896 | 106,757 | 218,338 | 259,508 | 678,499 |
| 1997 | 395,736 | 45,883 | 249,713 | 95,653 | 105,745 | 225,498 | 264,436 | 691,332 |
| 1998 | 401,928 | 47,420 | 254,601 | 98,277 | 104,281 | 232,690 | 268,701 | 703,949 |
| 1999 | 408,065 | 49,012 | 259,447 | 101,565 | 102,332 | 239,474 | 273,153 | 716,524 |
| 2000 | 414,014 | 50,658 | 263,974 | 105,080 | 100,472 | 245,844 | 277,250 | 728,646 |
| 2001 | 420,843 | 52,192 | 266,792 | 108,656 | 99,138 | 250,778 | 281,255 | 739,827 |
| 2002 | 427,748 | 53,772 | 269,888 | 111,876 | 98,793 | 255,755 | 284,984 | 751,408 |
| 2003 | 434,427 | 55,341 | 272,618 | 115,016 | 98,406 | 259,466 | 289,498 | 762,386 |
| 2004 | 441,216 | 56,939 | 275,351 | 118,196 | 98,094 | 263,301 | 293,915 | 773,506 |
| 2005 | 448,108 | 58,557 | 278,058 | 121,551 | 98,273 | 267,003 | 297,896 | 784,723 |
| 2006 | 455,156 | 60,111 | 280,741 | 125,706 | 98,965 | 270,350 | 300,987 | 796,008 |
| 2007 | 462,392 | 61,679 | 283,452 | 129,741 | 100,541 | 270,861 | 306,380 | 807,523 |
| 2008 | 469,825 | 63,244 | 286,159 | 133,075 | 103,000 | 270,805 | 312,348 | 819,228 |
| 2009 | 477,451 | 64,852 | 288,945 | 135,952 | 106,115 | 270,223 | 318,958 | 831,248 |
| 2010 | 485,297 | 66,454 | 291,762 | 138,135 | 109,521 | 269,234 | 326,623 | 843,513 |

Source Demographic Research Unit, State Department of Finance

DISPLAY 15 Tri-County Population Projection by Age Group, 1990 to 2010

Source Display 14

In deriving its enrollment projection for the proposed campus, the State University applied the following factors

- 1 The number of high school graduates in the Tri-County region multiplied by the historical percentage of those graduates who attend State University campuses statewide, a percentage known as the "participation rate." In cases where the rate for a particular county was below the statewide average, that rate was gradually increased to the statewide average over a ten-year period to reflect the probability that proximity to the new campus would enhance participation rates over the years -- a probability based upon previous history when a new campus is introduced into an area
- 2 New undergraduate transfers were generated by assuming that about a fourth (26.5 percent) of all community college transfers from the Tri-County region would enroll at the new campus in the first year, a percentage that would increase to 65 percent by 2010
- 3 Graduate and postbaccalaureate enrollment was derived by taking existing participation rates from the Tri-County area, and gradually increasing the percentage of those students who would attend the new campus. This assumes that only 17.3 percent of Tri-County students engaged in graduate education anywhere in the State University system would be at Monterey Bay in the first year. By 2010, when the number of graduate programs available would be considerably greater than in 1995, that percentage would increase to 41.1 percent
- 4 Continuing students were calculated by using what is generally referred to as a "student flow" methodology, which assumes that only three things can happen to enrolled students, they can withdraw, continue, or graduate. The persistence rates are based on historical patterns within the CSU system

Displays 16 and 17 on pages 42 and 43 show how the State University arrived at its enrollment projection for the proposed campus. The composite totals are shown in Displays 18 and 19 on page 44.

From this estimating process, the State University anticipates an opening enrollment of 875 students. Of these, and as Display 18 indicates, 174 would be local first-time freshmen. In the second year, the State University estimates that 185 new freshman students would enroll and that 144 of the prior year's freshman class would continue. In later years, total headcount students are projected to reach 3,333 in Fall 2000, 6,690 in Fall 2005, and 13,004 in Fall 2010. As indicated in Display 19, total full-time-equivalent enrollment would reach 2,595 in 2000-01, 5,231 in 2005-06, and 10,192 in 2010-11. Increasingly, these students would come from outside of the Tri-County region. Initially, only 20.0 percent would be non-local, but this would increase to 34.9 percent in 2000-01, 51.0 percent in 2005-06, and 65.0 percent in 2010-11.

In its initial year of instruction -- 1995-96 -- the proposed campus anticipates

DISPLAY 16 Calculation of Headcount First-Time Freshmen from the Tri-County Region Expected to Enroll at California State University, Monterey Bay, 1990-91 to 2010-11

| Year | Total Number of Tri-County High School Graduates | Net Participation Rate | Projected Total Number of State University First-Time Freshmen from the Region | Percent of First-Time Freshmen Attending the Monterey Bay Campus | Number of First-Time Freshmen Attending the Monterey Bay Campus |
|-----------|--|------------------------|--|--|---|
| 1990-91 | 4,630 | 10.8% | 502 | 0.0% | 0 |
| Projected | | | | | |
| 1995-96 | 5,040 | 10.6% | 539 | 34.3% | 185 |
| 1996-97 | 5,102 | 10.8% | 554 | 35.5% | 197 |
| 1997-98 | 5,427 | 10.9% | 594 | 37.0% | 220 |
| 1998-99 | 5,602 | 11.1% | 627 | 39.0% | 245 |
| 1999-00 | 5,695 | 11.3% | 649 | 40.5% | 263 |
| 2000-01 | 5,959 | 11.5% | 686 | 41.9% | 288 |
| 2001-02 | 6,243 | 11.6% | 728 | 43.4% | 316 |
| 2002-03 | 6,201 | 11.7% | 731 | 45.0% | 329 |
| 2003-04 | 6,279 | 12.0% | 755 | 46.6% | 352 |
| 2004-05 | 6,558 | 12.1% | 797 | 48.0% | 383 |
| 2005-06 | 6,905 | 12.2% | 848 | 49.5% | 420 |
| 2006-07 | 7,349 | 12.2% | 902 | 51.2% | 462 |
| 2007-08 | 7,781 | 12.3% | 958 | 52.8% | 506 |
| 2008-09 | 7,688 | 12.3% | 945 | 54.2% | 513 |
| 2009-10 | 7,571 | 12.3% | 930 | 55.9% | 520 |
| 2010-11 | 7,441 | 12.3% | 915 | 57.7% | 528 |

Source: The California State University, 1994b

enrolling 633 full-time-equivalent students, of which about 176 are projected to be lower-division (with 141 of the 176 projected to be from the Tri-County region), 321 upper-division, and 136 graduate and postbaccalaureate. That would provide percentage ratios of 28/51/21 percent respectively, compared to statewide ratios of 23/58/19 percent as of Fall 1993. There will accordingly be higher percentages of lower-division and graduate students -- and fewer upper-division students -- than the current statewide average. At the undergraduate level, the Master Plan calls for a ratio of 60 percent upper-division students to 40 percent lower-division. The proposed ratio for Monterey Bay is 64 percent upper-division to 36 percent lower-division, which, while better than the Master Plan recommendation, is still richer at the lower-division level than the current statewide distribution for the State University as a whole (72 percent upper-division to 28 percent lower-division).

These numbers conform to the Commission's definition of a "university campus," which states (1992b, p. 3):

University Campus (University of California and The California State University). A separately accredited, degree-granting institution offering programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees, university campuses enroll a minimum of 1,000 full-time-equivalent students. A university campus will have its own administration and be headed by a president or chancellor.

Given that definition, and assuming the accuracy of the enrollment projections, the proposed new campus could meet the "university campus" definition in its second year of operation. Considering students only from the Tri-County region, it could meet that definition in its seventh year of operation.

The Commission's guidelines require that all enrollment projections for new insti-

DISPLAY 17 *Headcount Undergraduate Community College Transfer Students and Graduate and Postbaccalaureate Students from the Tri-County Region Expected to Enroll at California State University, Monterey Bay, 1995-96 to 2010-11*

| Year | Total Number of Community College Transfers to All State University Campuses from the Tri-County Region | Percentage of All Tri-County Community College Transfers Expected to Attend the New Campus | Projected Number of Tri-County Community College Transfers Expected to Attend the New Campus | Total New Graduate and Post-Baccalaureate Students to All State University Campuses from the Tri-County Region | Percentage of All Tri-County New Graduate and Post-Baccalaureate Students from the Tri-County Region Expected to Attend the New Campus | Projected Number of New Graduate and Post-Baccalaureate Students from the Tri-County Region Expected to Attend the New Campus |
|-----------|---|--|--|--|--|---|
| 1990-91 | 1,315 | 0.0% | 0 | 351 | 0.0% | 0 |
| Projected | | | | | | |
| 1995-96 | 1,096 | 26.4% | 290 | 312 | 17.3% | 54 |
| 1996-97 | 1,063 | 29.0% | 309 | 311 | 18.9% | 59 |
| 1997-98 | 1,065 | 31.6% | 337 | 313 | 20.4% | 64 |
| 1998-99 | 1,071 | 34.1% | 366 | 312 | 22.1% | 69 |
| 1999-00 | 1,091 | 36.7% | 401 | 316 | 23.7% | 75 |
| 2000-01 | 1,117 | 39.3% | 439 | 316 | 25.3% | 80 |
| 2001-02 | 1,144 | 41.8% | 479 | 314 | 26.7% | 84 |
| 2002-03 | 1,160 | 44.4% | 516 | 314 | 28.3% | 89 |
| 2003-04 | 1,185 | 47.0% | 557 | 315 | 30.1% | 95 |
| 2004-05 | 1,209 | 49.6% | 600 | 317 | 31.5% | 100 |
| 2005-06 | 1,231 | 52.1% | 642 | 320 | 33.1% | 106 |
| 2006-07 | 1,253 | 54.7% | 686 | 322 | 34.7% | 112 |
| 2007-08 | 1,283 | 57.2% | 735 | 326 | 36.1% | 118 |
| 2008-09 | 1,305 | 59.8% | 781 | 329 | 37.6% | 124 |
| 2009-10 | 1,330 | 62.4% | 830 | 333 | 39.3% | 131 |
| 2010-11 | 1,361 | 65.0% | 885 | 338 | 41.1% | 139 |

Source: The California State University, 1994b

tutions be approved by the Demographic Research Unit of the Department of Finance. The State University formally requested such an approval from the Unit on March 9, and the approval was received on March 22 (Appendix G). It conforms almost exactly to the State University's projection, and calls for an opening full-time-equivalent-student enrollment of 633 in 1995, 2,598 in 2000, 5,231 in 2005, and 10,192 in 2010. The Demographic Research Unit agreed with the projection for local area students but suggested a method for estimating out-of-area students that relied more heavily on intuitive judgment and less on the strict application of participation rates. It offered this suggestion, at least in part, because of the unique character of the Monterey Bay proposal. Within the State University, there is no precedent for a campus with 65 or more percent of its students coming from outside of its immediate region. Accordingly, the application of traditional estimating measures may not be relevant, with the result that projections for out-of-area students probably should be derived initially by judgment, and ultimately by experience and policy decisions.

DISPLAY 18 Projected Fall-Term Headcount and Full-Time-Equivalent-Student Enrollment at California State University, Monterey Bay, 1995 to 2010

| Fall Term | New Freshmen | Undergraduates (Headcount) ¹ | | | Graduate/Post-Baccalaureate Students (Headcount) | | Out-of-Area Students Headcount ¹ | Total | |
|-----------|--------------|---|---------------------------------|----------------------|--|---------------------|---|------------|----------------------|
| | | Continuing Students | New Community College Transfers | Continuing Transfers | New Students | Continuing Students | | Head-count | Full-Time Equivalent |
| 1995 | 174 | 0 | 183 | 133 ² | 54 | 156 ² | 175 | 875 | 633 |
| 1996 | 185 | 144 | 195 | 311 | 59 | 141 | 309 | 1,344 | 1,013 |
| 1997 | 207 | 279 | 212 | 461 | 64 | 134 | 477 | 1,834 | 1,407 |
| 1998 | 230 | 419 | 231 | 570 | 69 | 138 | 677 | 2,334 | 1,804 |
| 1999 | 247 | 558 | 253 | 652 | 75 | 145 | 908 | 2,838 | 2,204 |
| 2000 | 271 | 660 | 277 | 726 | 80 | 153 | 1,166 | 3,333 | 2,595 |
| 2001 | 297 | 745 | 302 | 803 | 84 | 164 | 1,468 | 3,863 | 3,011 |
| 2002 | 309 | 828 | 325 | 880 | 89 | 173 | 1,810 | 4,414 | 3,444 |
| 2003 | 331 | 899 | 351 | 958 | 95 | 182 | 2,303 | 5,119 | 3,998 |
| 2004 | 360 | 969 | 378 | 1,038 | 100 | 192 | 2,803 | 5,840 | 4,565 |
| 2005 | 395 | 1,046 | 404 | 1,122 | 106 | 205 | 3,412 | 6,690 | 5,231 |
| 2006 | 434 | 1,132 | 432 | 1,206 | 112 | 218 | 4,149 | 7,683 | 6,011 |
| 2007 | 476 | 1,230 | 463 | 1,293 | 118 | 230 | 5,050 | 8,860 | 6,937 |
| 2008 | 482 | 1,345 | 492 | 1,386 | 124 | 241 | 6,105 | 10,175 | 7,973 |
| 2009 | 489 | 1,441 | 523 | 1,480 | 131 | 252 | 7,349 | 11,665 | 9,143 |
| 2010 | 496 | 1,518 | 558 | 1,575 | 139 | 266 | 8,452 | 13,004 | 10,192 |

Note The projections for first-time freshmen and graduate/post-baccalaureate students in this display do not match those in Displays 16 and 17 because the former show college-year averages while this display is for fall term only

1 Out-of-area students are projected at 20 percent of Monterey Bay's total enrollment initially, expanding to 65 percent in 2010

2 Students who move to the Monterey Bay campus from the Monterey County Center of San Jose State University in Salinas

Source The California State University, 1994b

DISPLAY 19 Projected Total Full-Time-Equivalent-Student Enrollment at California State University, Monterey Bay, from the Tri-County Area and from Outside the Area, 1995-96 to 2010-11

| College Year | Tri-County Area | Outside the Tri-County Area | Total Enrollment | Percentage from Outside the Area |
|--------------|-----------------|-----------------------------|------------------|----------------------------------|
| 1995-96 | 506 | 127 | 633 | 20.0% |
| 1996-97 | 780 | 233 | 1,013 | 23.0% |
| 1997-98 | 1,041 | 366 | 1,407 | 26.0% |
| 1998-99 | 1,281 | 523 | 1,804 | 28.9% |
| 1999-00 | 1,499 | 705 | 2,204 | 31.9% |
| 2000-01 | 1,687 | 908 | 2,595 | 34.9% |
| 2001-02 | 1,867 | 1,144 | 3,011 | 37.9% |
| 2002-03 | 2,032 | 1,412 | 3,444 | 40.9% |
| 2003-04 | 2,199 | 1,799 | 3,998 | 44.9% |
| 2004-05 | 2,374 | 2,191 | 4,565 | 47.9% |
| 2005-06 | 2,563 | 2,668 | 5,231 | 51.0% |
| 2006-07 | 2,765 | 3,246 | 6,011 | 54.0% |
| 2007-08 | 2,983 | 3,954 | 6,937 | 56.9% |
| 2008-09 | 3,189 | 4,784 | 7,973 | 60.0% |
| 2009-10 | 3,383 | 5,760 | 9,143 | 62.9% |
| 2010-11 | 3,567 | 6,625 | 10,192 | 65.0% |

Source The California State University, 1994b

Consideration of alternatives

Criterion 2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institutions; (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months; (4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions; (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction;

and (6) private fund raising or donations of land or facilities for the proposed new institution

Criterion 6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it contains a comprehensive analysis of the advantages and disadvantages of alternative sites

In its needs analysis, the State University discussed a number of possible alternatives to establishing its twenty-first campus in Monterey Bay. These followed the general pattern of the Commission's guidelines and included such possibilities as the creation or expansion of educational centers, the expansion of other State University campuses, the increasing utilization of existing institutions, increased scheduling during the summer months, sharing facilities with other institutions, and the use of nontraditional modes of instruction. In a separate section of the needs analysis report, the issue of alternative sites was also discussed.

Expansion of educational centers

With regard to the possible expansion of educational centers, the Commission has a special interest in the Monterey County Center (MCC) of San Jose State University, which has operated in Salinas in leased facilities since 1989 following formal approval of the center by the Commission in 1988. Prior to that time, courses had been offered at various locations since the 1950s, including at North County High School in Monterey and the four neighboring community colleges (Cabrillo in Aptos, Gavilan in Gilroy, Hartnell in Salinas, and Monterey Peninsula in Monterey) since 1975. Televised offerings were added to the area through Instructional Television Fixed Service (ITFS) in 1983, when the first courses were televised from San Jose State University to Hartnell College -- a service extension that generated an additional 50 full-time-equivalent students in the area. In 1985, the State University decided to consolidate its outreach operations into a single location, and after several years of planning submitted a formal request to the Commission to approve the new center, an action the Commission took in October 1988. Today, the Monterey County Center enrolls about 550 headcount students (200 full-time-equivalent).

Rather than expanding the center, it is the State University's intention to close it and merge its operations with those of the new campus, and for planning purposes, the State University assumes that 289 of its 550 current students will transfer to that campus. The State University has made no specific statement about how the educational needs of the remaining students may be met other than its commitment "to careful and creative planning to ensure that the educational needs of the Salinas community will continue to be met fully" (1994b, p. 1-22). A possibility exists that the existing programs in social work and business, which are not proposed to be transferred to Monterey Bay, could be offered via television from San Jose State. At present, however, this is not a confirmed decision.

The State University believes that an expansion of the Monterey County Center, as an alternative to creating a full-service campus in Monterey, is not viable on four grounds (p 2-1)

- ♦ Population growth in the Tri-County region is sufficient to establish a full-service campus,
- ♦ Current offerings at the center are insufficiently broad to provide full opportunities to Tri-County residents,
- ♦ Fort Ord offers residential opportunities not found in Salinas that can be used for a broad, statewide appeal, and
- ♦ The limited curriculum at Salinas would not appeal to students from outside of the area

While some of this reasoning is inconsistent -- for example, if the justification for the new campus is that the center cannot be expanded to meet the needs of Tri-County area residents, then the center's inability to serve students from outside the area is irrelevant -- it remains true that the center can not be considered a substitute for the vision represented by California State University, Monterey Bay. Not only are there huge differences in enrollment levels and eventual programmatic offerings between the two operations, there are other differences (e.g. residential character, technological innovation, management organization, the mix of permanent versus temporary faculty, regulatory flexibility, lower-division enrollments, and intersegmental relationships, among others) that differentiate them so fundamentally that there is little usefulness in considering them comparable possibilities. When all possible considerations are evaluated, creating a new campus at Fort Ord and making a decision about the future of the existing center are, and should remain, separate and distinct issues -- one cannot substitute for the other.

Expansion of other State University campuses

An alternative that must be considered, however, is the expansion of existing campuses -- an alternative that is separable into two subsidiary issues. The first concerns systemwide capacity -- an issue raised by the Legislative Analyst in both the 1990-91 and 1994-95 *Analysis of the Budget Bill* reports to the Legislature -- and one that has been discussed on the previous pages. The second concerns the capacity of campuses in the general vicinity of Monterey Bay. In addressing this latter issue, the State University notes that the three nearest campuses are San Jose State University (50 miles to the north), California Polytechnic State University, San Luis Obispo (120 miles to the south), and Fresno State University (120 miles to the east). These campuses are near their planned enrollment capacities, but nearer still to their current physical capacities -- as Display 20 on the opposite page shows.

In 1995, when the new campus is proposed to open, these three existing campuses will have an excess full-time-equivalent student capacity of 2,596 -- more than a sufficient number to accommodate the expected opening enrollment at Monterey.

DISPLAY 20 *Physical and Planned Full-Time-Equivalent-Student Enrollment Capacities of California Polytechnic State University, San Luis Obispo, Fresno State University, and San Jose State University, with Projected Enrollments, 1994-95 to 1999-2000*

| Year | Cal Poly, San Luis Obispo | | | Fresno State University | | | San Jose State University | | |
|---------|---------------------------|------------|-----------------|-------------------------|------------|-----------------|---------------------------|------------|-----------------|
| | Physical Capacity | Enrollment | Excess Capacity | Physical Capacity | Enrollment | Excess Capacity | Physical Capacity | Enrollment | Excess Capacity |
| 1994-95 | 13,168 | 12,635 | 533 | 14,721 | 14,043 | 678 | 19,916 | 17,690 | 2,226 |
| 1995-96 | 13,818 | 12,727 | 1,091 | 14,721 | 14,880 | -159 | 19,916 | 18,252 | 1,664 |
| 1996-97 | 13,818 | 12,867 | 951 | 16,934 | 15,717 | 1,217 | 18,518 | 18,720 | -202 |
| 1997-98 | 13,818 | 13,006 | 812 | 15,861 | 16,554 | -693 | 20,895 | 19,188 | 1,707 |
| 1998-99 | 13,818 | 13,145 | 673 | 15,861 | 17,391 | -1,530 | 20,895 | 19,843 | 1,052 |
| 1999-00 | 13,818 | 13,285 | 533 | 16,240 | 18,228 | -1,988 | 20,895 | 20,311 | 584 |

Source: The California State University, 1993b

Bay of 633. This situation changes rapidly, however, in the succeeding years -- especially at Fresno State, where deficits are projected throughout the latter part of the decade. By 1999, the surplus capacities at San Luis Obispo and San Jose State are expected to have declined substantially, while the deficit at Fresno is scheduled to increase. The net will be a three-institution space deficit of 871 full-time-equivalent students at a time when the Monterey Bay campus is projected to be providing spaces for 1,499 local students and 705 students from outside of the region (2,204 full-time-equivalent total).

Many events could alter this scenario, of course, such as a continuing shortage of funding for the system that would automatically reduce enrollments, or the defeat of a bond issue that would make campus expansion difficult or impossible. From a planning standpoint, however, and with the best information available at the present time, the alternative of using neighboring institutions to meet the enrollment needs projected for Monterey Bay does not appear to be viable, even with an expansion of the Monterey County Center in Salinas.

Increased utilization of existing institutions

Another alternative involves increasing the utilization of existing institutions, thereby increasing their capacity and their ability to enroll additional students. To this possibility, the State University notes that it is already using the most stringent space standards for classrooms and laboratories in the nation -- a point confirmed by the Commission's 1990 report on the subject (1990a). Facilities utilization is among the most complex and misunderstood of all subject areas within higher education and cannot be discussed in any detail here. What can be said briefly is that the problems of scheduling, student choice, and prudent allocation of resources suggest that the best course of action overall is to reconfigure the existing utilization standards along the lines recommended earlier by the Commission. Such an endeavor would create greater efficiencies in the use of resources and hence provide for educational improvements on the margin.

The other option of a wholesale increase in utilization standards is not only impossible, given the stringency of the existing standards, but would be highly counter-productive, since it would adversely affect student-faculty ratios and thereby create intolerable strains on the support budget

Increased scheduling during the summer

In a recent report (1993), the State University addressed comprehensively the possibility of increased utilization during the summer months an alternative generally known as "year-round operation" and one that has been considered by numerous groups over the years. In its report, the State University argued persuasively that while some capital outlay savings can be realized, those savings are lost through additional support budget expenditures for faculty and staff. The primary reason is that it is extremely difficult to attract a sufficient number of students during the summer to create economies of scale comparable to the other terms of the year. Many factors account for this problem, including the facts that many students use the summer to earn money to attend during the rest of the year and that campuses often use the summer for alternative instructional forms such as summer sessions, where students can gain credit for a single course in a relatively short time. (In the case of the proposed Monterey Bay campus, the State University plans to use the summers for intensive orientation programming for new students, for special seminars, and other activities that cannot be offered during the regular terms.) Finally, where current summer sessions are generally self-supporting through student fees, year-round operation envisions normal calendars and normal State support arrangements, thereby substituting State funding for fee funding and increasing State costs.

Facilities sharing

Facilities sharing is another alternative that often works well on a small scale but will not work as a substitute for a comprehensive campus such as that proposed at Monterey Bay. In a number of cases, the State University uses community college space to offer upper-division courses (such as CSU Stanislaus and San Joaquin Delta College, CSU Fullerton and Saddleback College, and CSU San Bernardino and College of the Desert), and such arrangements have been successful over the years. It has never been suggested, however, that such arrangements could be a replacement for a large campus, should such a campus be proven necessary.

Facilities sharing is strongly encouraged by the Commission, as noted under Criterion 10 below, and the State University has signed a number of memoranda of understanding with other institutions in the Monterey Bay area, with more in the process of development, that relate to this issue. As will be elaborated later, some of these include the local community colleges, the Defense Language Institute, the Monterey Institute for International Studies, and the University of California, Santa Cruz.

Nontraditional modes of instruction

Concerning nontraditional modes of instruction, such modes are intended to be a central feature of the Monterey Bay campus. In the past, the term *nontraditional* has meant many different things to different people. To some, it means "open entry/open exit" formats, while to others it may mean instructional television, computerized programmed learning, or even experiential learning. The State University's needs analysis notes that many of its campuses are already actively engaged in distance learning, and that many courses and programs in business and nursing are reaching even national audiences. It also mentions Project DELTA (Direct Electronic Learning Teaching Alternative), which is the State University's project to integrate emerging information technologies into the pedagogical processes of its institutions. Those technologies include personal computers, television, video cameras and recorders, multi-media packages, video disks and CD-ROM (compact disk-read only memory), E-mail, cellular communications, satellite transmissions, and sophisticated software packages.

In its earlier report on Fort Ord, the Commission quoted Chancellor Munitz's vision for the uses of technology at the proposed new campus. Such a vision was cogent at the time it was stated last year, and it remains so now. It is worth repeating (Munitz, p. 2)

The traditional delivery system of higher education has emphasized face-to-face interaction between the instructor and students in a campus classroom environment. This approach is both labor and capital intensive, and often inconvenient to students and faculty alike. The emerging delivery systems of the information age will rely heavily on "virtual" environments, i.e., access to instruction and information resources anytime, anywhere through electronic interaction. Knowledge created by the faculty will be stored, transmitted, and accessed in digital formats using computer networks, cable, satellites, compact disks, videodisks, and a host of multimedia tools which combine data, voice, and video information. According to some experts, fully 98 percent of all information will be available in digital formats by the end of this decade, creating a trillion-dollar industry organized around digital-based media, publishing, computers, consumer electronics, and telecommunications. By comparison, the current estimated value of the personal computer industry is about 60 billion dollars.

Few of higher education's prospects are more exciting and intriguing than the impact of technology, but as the State University correctly notes in its needs analysis (1994b, pp. 2-4, 2-5)

There is also good reason to believe that the changes will be evolutionary, not revolutionary. The campus of the year 2050 will have evolved some fundamentally different features that will distinguish it from the campus of today especially in the way instruction is delivered to students and the way the library function (access to information, literature, and art) is accomplished. This future campus will still be recognizable as a campus, however, some courses will still be taught in classrooms and the library will still have some bound volumes, it will share many characteristics of today's campuses including a unique institutional identity and physical location, a faculty, a student body, and an administration. Technology

will cause major changes in the way a campus provides instruction and in the mix of facilities needed, but it will not eliminate the need for the campus either as an institution or as a physical entity

The Commission believes there is considerable truth in this statement -- a truth that will not change with the increasing intrusion of the information age on everyday life (More about the subject of technology generally, and its uses at Monterey Bay, is contained in the Commission's comments on academic planning below)

Private fund raising or land donations

The final alternative suggested for discussion by the Commission's guidelines concerns private fund raising and donations of land. Such a prospect, of course, is among the major attractions of the Ford Ord proposal. Provided the land is in fact conveyed under circumstances acceptable to the State University -- as discussed below -- and provided as well that the federal government provides the funding to render the military facilities suitable for educational use, California will have received a major benefit at a time when funding for higher education generally is restricted in the extreme, when capital outlay funding in particular is most uncertain, and when the need for new facilities over the next 20 years or so is manifest.

In looking at the federal government's offer, it may be helpful to try to estimate the value of the conveyance itself, at least in a general sense. Display 21 shows the array of space to be contributed, with cost estimates that total \$1.1 billion. This estimate is not intended to be definitive in any way, but only suggestive of the value involved. No formal appraisal of the land and buildings has yet been made, but the estimate of about \$1 billion has been used in many quarters, and Display 21 may accordingly give some definition to that estimate. Even if the valuation offered here is high or low by several hundred-million dollars, the fact that 1,300 acres of prime land, 1,253 housing units, and 106 usable buildings (84 others are scheduled for demolition) are involved suggests a gift to the State of unprecedented proportions.

Alternative sites

Criterion 6.1 of the Commission's guidelines requires a discussion of alternative sites. When it was written, that criterion envisioned the creation of a new institution, or perhaps the conversion of an educational center to a full-service campus. The prospect of receiving what amounts to an entire campus -- already built, although in need of extensive renovation -- was never anticipated, and in this case, is irrelevant if only the Tri-County region is considered. The question of alternative sites could become relevant on a statewide basis if there was a location where a comparable gift was offered and where it could be demonstrated that the need was greater, but no such site exists. Such a question could be relevant as well if it could be demonstrated that the State would have to make such a large investment of resources to render the "gift" usable that the question of using those resources elsewhere might arise. That issue is germane at the present time, since the federal government has not committed itself to the expenditure of sufficient funds to com-

DISPLAY 21 Estimated Value of the Conveyance of Land and Facilities from the Department of Defense to the California State University

| <u>Type of Space</u> | <u>Number of Buildings</u> | <u>Number of Square Feet</u> | <u>Estimated Cost per Square Foot</u> | <u>Total Estimated Value</u> |
|--|---|------------------------------|---------------------------------------|------------------------------|
| Housing Units | | | | |
| Three-Bedroom Units | 159 | 302,100 | \$100 | \$30,210,000 |
| Two-Bedroom Units | 1,094 | 1,641,000 | \$100 | \$164,100,000 |
| Dormitories | | | | |
| Three-Story Cement Structures | 24 | 517,000 | \$200 | \$103,400,000 |
| Academic Space | | | | |
| Lecture/Laboratory Rooms | 37 | 1,155,000 | \$250 | \$288,750,000 |
| Academic Department Administration | 7 | 28,000 | \$250 | \$7,000,000 |
| Science Laboratories | 2 | 50,000 | \$300 | \$15,000,000 |
| Administration, Public Safety, Student Services, etc | 8 | 160,000 | \$250 | \$40,000,000 |
| Support Facilities | | | | |
| Student Union, Theater, Storage, Corporation Yard | 32 | 647,000 | \$200 | \$129,400,000 |
| Medical Clinic | 1 | 50,000 | \$300 | \$15,000,000 |
| Stadium | 1 | 8000 Seats | \$50/seat | \$400,000 |
| Subtotal | | | | \$793,260,000 |
| Land | | 1,300 Acres | \$250,000/Acre | \$325,000,000 |
| Total | N/A | 4,550,100 | | \$1,118,260,000 |
| Sources | Number of buildings and square footages, the California State University; estimates of cost per square foot California Postsecondary Education Commission | | | |

plete the renovation and retrofitting of the buildings within the State University land grant. Some \$15 million were appropriated in the 1994 federal budget and were released to the State University by the Department of Defense on March 17, the State University assumes that other appropriations will be forthcoming. Should those appropriations not materialize, this alternative should then be revisited and considered more seriously.

It has also been suggested by some that any new campuses should be built only near major population centers in order to reduce the costs of attendance for students. This contention is premised on the belief that it would be easier for students to live at home -- especially low-income students who may not be able to afford a residential education.

Building *only* in urban areas would not serve the best interests of California's residents for a number of reasons:

1. Land in urban areas is the most expensive of any land in California, and given the shortages of capital outlay funding, might well prevent the construction of any new campuses for the foreseeable future.
2. A policy of building only in urban areas might foreclose the possibility of receiving valuable gifts of land for new institutions. Recently, the community colleges have been successful in obtaining free land, all of which has been located in either suburban or rural areas. Such a policy might also preclude the University of

California from receiving a substantial gift of land for its proposed tenth campus, since all three of the sites presently under consideration are in rural areas in the San Joaquin Valley

- 3 Urban campuses are often not an advantageous enrollment alternative for some students, especially those from backgrounds historically underrepresented in higher education. The negative environmental circumstances that exist within many urban centers do not constitute a healthy educational atmosphere, and often act as barriers to achievement for their residents. Further, living at home, with its numerous distractions, may also serve to hinder educational achievement. For many, getting out of the city remains the best hope.
- 4 Building campuses only in urban areas disadvantages students from rural communities who wish to attend college near home -- and rural students' college participation rates are already among the lowest in the State.
- 5 In the coming age of the information superhighway, proximity to population concentrations will be less important than it is today. In one sense, anywhere will be everywhere, as communication technologies make it possible to send and receive information in a wide variety of forms, including cellular communications, interactive television, teleconferencing, and so on. In such an age, to argue that campuses should only be located in major cities is to run counter to the whole thrust of the technological future.

To complete this section of the analysis, it is the Commission's view that any traditional consideration of alternatives to accepting the federal conveyance of Fort Ord is secondary to the primary question of whether acceptance, in and of itself, is in the best interests of the State of California, the California State University, and California residents generally. In the main, that question should be answered on its own merits, not in relation to other possibilities, since all of the alternatives known at the present time are insufficiently persuasive to compete effectively against the Fort Ord proposal.

In other words, while some alternatives, such as expanding existing centers, emphasizing technology, operating year-round, and sharing facilities, might generate space for some additional students, none of them -- or all taken together -- can match the ultimate educational capacity envisioned for the proposed Monterey Bay campus. Accordingly, no real alternatives are available other than eventually building another campus somewhere else in the State.

**Serving
disadvantaged
and historically
underrepresented
students**

Criterion 3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups

The opening paragraph of the State University's "Vision Statement" relates directly to this criterion in the Commission's guidelines (1994b, p. 1-7)

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive State University which values service through high-quality education. The campus will be distinctive in serving the diverse people of California, especially

the working class and historically undereducated and low income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by a substantive commitment to multilingual, multicultural, and gender-equitable learning. The University will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The State University's commitment to historically underrepresented students is evident in virtually every aspect of its planning documents. Not only is that commitment accorded a prominent position in the vision statement, there is substantial detail in the succeeding justification that lends confidence to the idea that the commitment will be translated into practice from the inception. In addition, numerous personal contacts between Commission staff and State University staff -- particularly with Chancellor Munitz and Interim Provost Arvizu -- have reinforced the conviction that service to underrepresented students will be among the State University's highest priorities. To that end, the State University has offered a number of statements about the kind of campus Monterey Bay will be:

- ♦ It will be "a pluralistic campus with a high priority to serve historically undereducated and low income populations within the state, especially inner-city and isolated rural groups."
- ♦ It "will recruit strategically from urban area high schools and community colleges to reach its potential students. In addition, CSUMB will be active in recruiting in rural and agricultural areas of the state, especially in counties with concentrations of migrant agricultural workers and migrant students (the Salinas, San Joaquin, and Imperial Valleys)."
- ♦ It will collaborate with schools in areas with large numbers of limited English-proficiency students.
- ♦ It will "build bridges to community organizations working with historically undereducated populations."
- ♦ It will endeavor to use "pricing policies and financial aid practices charging more for those most able to pay and fully fund those unable to pay through unique fee, housing, and scholarship provisions." In particular, it will try to offer housing to selected students at little or no cost.
- ♦ It will provide a full array of student services to all students -- advising, counseling, tutoring, student financial aid, etc -- and make heavy use of technological approaches for both remediation and regular coursework (1994b, pp 1-20 to 1-22).

The details of a massive effort to recruit, retain, and graduate historically underrepresented students have not all been worked out, but the flavor of the planning is contained in the following paragraph from the needs analysis (p 1-21)

It is our intention that students educated at CSUMB in the service values of the institution and benefiting from the human and technological resources of the campus will be encouraged to stay connected to their families and communities and to apply theory, methods and knowledge from the classroom to the solution of real problems, motivating the students to excel, graduate, and serve their community through education. CSUMB will experiment with how to educate students in a pluralistic and futuristic university, replicate and adapt programs such as Minority Engineering Program (MEP), Mathematics, Engineering, Science Achievement (MESA), California Alliance for Minority Participation (CAMP), Americorp, Campus Compact, Career Beginnings (a successful drop-out prevention and mentoring project which has recruited students into community colleges and CSU campuses), Step-to-College, Talent Search, Summer Bridge, Upward Bound, Outward Bound, and others. CSUMB will also connect student leadership with faculty partners in youth-teaching-youth peer counseling, expanding access to technology, mentoring, youth leadership development, mediation, and conflict resolution and team-building efforts. (Appendix H below describes these programs.)

Two issues are worthy of particular consideration as planning for these services proceeds -- access for the residents of the Salinas Valley, and residential capacity on campus.

- ♦ Current access to the proposed campus from the Salinas Valley is less than ideal, requiring over a half hour of commuting time via State Highways 68 and 1 to traverse the 22 miles around the base. With the closure of the base, however, there is a possibility that a road could be constructed directly across the base to the campus -- a project that would reduce the commuting time from 33 to 14 minutes -- and thereby greatly increase commuter access from the Salinas Valley, where large numbers of underrepresented students reside. It would also help alleviate a concern the Commission expressed some years ago when it approved the Monterey County Center. At that time, the State University noted in its needs analysis for the center (1987, p. 9):

The most economically, educationally, and socially disadvantaged populations within the tri-county area are located in the Salinas/Watsonville, Gilroy triangle. These cities are served by Hartnell and Gavilan Community Colleges. These cities also have the largest minority population, with many people employed in agriculture-related occupations.

The requested center will be located within the city of Salinas, the best location to provide educational opportunity to these students, with the shortest distance to commute. The location will also assist the center in working closely with both the Hartnell and Gavilan Community Colleges.

Based on these and other statements, the Commission concluded in 1988 that the criterion regarding disadvantaged and historically underrepresented students had been satisfied. Yet with the proposed closure of the Monterey County Center, the State University faces a special challenge in serving the Salinas Valley, in part because of the reinstitution of the commuting problems the center was designed to alleviate, and also because the center was designed primarily to serve part-time students taking classes in the evenings -- while the Monterey

Bay campus is being designed more for full-time residential students attending during the day. In short, even though the campus is planned to be a statewide institution, with as many as 65 percent of its students coming from outside the Tri-County region by 2010, it must address this local service challenge.

- The second point concerns underrepresented students generally, not just those residing in the immediate area. A substantial amount of housing will be available on campus, and it will be possible to make that housing available to students at a very nominal cost, since there will be no need to retire bonds sold to build it. The only requirement will be a "rent" sufficient to maintain the facilities, which should open up residential opportunities for low-income students from all over the State. The State University has already noted that maintenance of the grounds and buildings could also open up employment opportunities for students (1994b, p. 1-20).

Attracting underserved students to Monterey Bay from the inner city and rural areas will take some ingenuity. The campus might, for example, develop a study/work program (like those at Berea College in Kentucky or Berry College in Georgia), where students earn money for tuition, housing, and food by working on the campus. The labor that must be expended to convert soldiers' quarters into dormitories and classrooms makes such a plan feasible. (1-20)

Without doubt, the existence of inexpensive housing represents one of the major attractions of the Fort Ord conveyance. With other services already promised, with the academic plan discussed in the next section of this report, and with programs from other institutions that can be tailored to the new campus, considerable cause for optimism exists that the campus will open new opportunities for many whose opportunities have been limited by past and present conditions.

The State University has provided further clarification of these issues, particularly those concerning service to students in rural areas as well as to other students in the Tri-County area who will not reside in on-campus housing. This commentary, which was forwarded to the Commission after completion of the April needs study, is included in this report as Appendix M.

Academic planning *Criterion 4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff for the new institution, must be provided.*

In reviewing the State University's proposal for California State University, Monterey Bay, the Commission has had the most difficulty in evaluating the academic program. Ideally, all plans for new campuses should begin with a strategic planning process that evolves from a perception of need, proceeds to a vision of how

that need might be met, and then leads to the development of an academic plan to implement the vision. If a need is determined to exist within a broad context (i.e., from a statewide standpoint), that context can then be refined and priorities set for specific locations where population pressures may be the greatest, where land is most available at the lowest cost, or where other considerations of demography or location may play a crucial role.

Once a general location is determined, the next stage is generally to develop a vision to determine what kind of campus it will be, what kinds of students it will serve, what statewide or regional needs its graduates will fill, whether it will offer a traditional or innovative curriculum, how large an institution it will be, what instructional, research, and public service elements it will emphasize, and what form its administrative and managerial structure will take.

From the vision statement, which should be developed through a broad consultation process, an academic plan should emerge. The development process commonly takes several years, but once in place, will provide detailed descriptions of degree programs, a time schedule for the implementation of those programs, a general education configuration, enrollments by level of instruction, plans for articulation with other institutions, budget projections, facilities requirements, equipment needs, and academic administrative structures.

With a comprehensive academic plan, decisions can be made regarding the proposed campus's cultural life, its information lifelines in libraries and computer centers, its auxiliary enterprises such as food service and student activities, its support services such as counseling and financial aid, and its relationships to other institutions and the community at large. In any good planning process, decision tracks will be designed that move from the strategic to the tactical, and from the tactical to the ordinary operations of everyday campus life.

It has been observed more than once, however, that real life is untidy, and that the ideals of planners are often compromised by the realities of unforeseen events. The downsizing -- in reality, the virtual closure -- of Fort Ord was surely such an event, and one of its practical consequences was the altering of normal statewide strategic planning processes in order to meet the exigencies presented by the most unique opportunity for facilities acquisition in the State University's history. In essence, the Department of Defense, the U.S. Department of Education, the Congress, and the President offered a take-it-or-leave-it choice to the State University -- a choice that did not take into consideration the possibility that the system might not be entirely ready to make a decision at the time it had to be made.

Because of the necessity for an aggressive decision track, there has not been time to develop the kind of academic plan the State University hopes and believes will be in place at a later date. To a degree, the State University sees this accurately as something of a "chicken and egg" problem. The Trustees believe it will not be possible to develop a comprehensive academic plan until a president and core faculty are hired, and the academic plan developed thereafter will certainly be more substantial than at present, yet those individuals cannot be hired until State ap-

provals are received -- one of which must come from the Postsecondary Education Commission, which requires an academic plan prior to campus approval. A dilemma such as that requires some flexibility on the part of all concerned, not only in terms of the current review, but also with regard to the time schedule for submission of the academic plan. To put this another way, the Commission believes it should make a detailed review of the materials that have been submitted to date, but also give the State University a reasonable amount of time to develop a comprehensive academic plan. Such a plan does not currently exist, but will be available within the next year or so. At that time, a further review -- probably through the Commission's program review process -- will be in order.

The Vision Statement

The State University's current materials include a vision statement and a general outline of the academic directions the new campus is to take. The Commission quoted the opening paragraph of the vision statement on pages 50-51 above, but portions of the remainder of it offer a good overview of the type of institution the State University proposes that Monterey Bay be, and it is therefore appropriate to quote significant excerpts from it here (pp. 1-7, 1-8).

The University will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access and enriched quality of learning. The curriculum of CSUMB will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs. The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as the sciences (marine, atmospheric, and environmental), visual and performing arts and related humanities, languages, cultures, and international studies, education, business, studies of human behavior, information and communication studies, within broad curricular areas and professional study.

The University will develop a culture of innovation in its overall conceptual design and organization, utilize new and varied pedagogical and instructional approaches, including distance learning.

The University will provide a new model of organizing and managing higher education.

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.

- Accountability will emphasize careful evaluation and assessment of results and outcomes

Other aspects of the vision statement offer commitments to effectiveness, efficiency, mutual respect, motivation, competence, dynamism, creativity, experimentation, responsibility, accountability, and other worthy goals and aspirations that are not usefully quoted in their entirety here. Suffice to say that the vision of the new campus is directed strongly to innovation, to more flexible administrative structures, to technology as both a managerial and an instructional tool, to business (especially international) and the sciences, and to serving categories of people who have not historically been major participants in higher education. The term “interdisciplinary” will appropriately characterize much of the proposed campus. Such a vision statement presents challenges so formidable that it is probably an understatement to term such a vision merely “ambitious.”

The planning process

As noted above, an academic plan should emerge as a logical extension of the vision statement. Thus far, however, time has not been sufficient to develop such a plan, and thus the substance of the academic planning section of the State University’s needs analysis speaks more to the planning process currently under way than to the plan itself. Although such a situation falls short of meeting the requirements of the Commission’s criterion, there is sufficient information provided to impart a good idea of the nature of the proposed curriculum at Monterey Bay. Later in the process, when the plan is more formally defined, and when a consultation process has been given a fair chance to operate, the Commission will offer further comments.

To develop the academic plan, and various other structural elements of the proposed campus, the State University has created 12 work groups composed of faculty and staff members from other campuses, Chancellor’s staff, and special consultants. Those groups are expected to develop curricular and other recommendations in the following areas:

- 1 Collaboration and articulation,
- 2 International linkages,
- 3 Residential and student life,
- 4 Technology,
- 5 Community and national service,
- 6 Institutional advancement,
- 7 The sciences (marine, atmospheric, and environmental),
- 8 The visual and performing arts and related humanities,
- 9 Language cultures, and international studies,
- 10 Professional studies,
- 11 Information science, and
- 12 Human behavior

The general education curriculum

Few details are currently available about the general education curriculum proposed to be offered at Monterey Bay State University. The State University has indicated on numerous occasions that it intends to offer a unique general education curriculum, which will primarily impact lower-division students. Given the emphasis on recruiting students from the inner cities, the probable remediation needs of many of those students, the emphasis on a new academic structure, and the emphasis on technology, the general education section of the academic plan will doubtless be closely read and analyzed. Part of that analysis, of course, will focus on the community colleges in the area, not only because of the breadth of their lower-division offerings, but also because they have a substantial amount of unused physical capacity, particularly at Monterey Peninsula College. This is a fact to which the State University is showing increased sensitivity (pp. 1-10, 1-11).

CSU Monterey Bay will work with local community colleges to build curricular bridges that will facilitate transfer into its unique undergraduate curricula. A close relationship with community college faculties will help establish those bridges. Community College professors can help design the general education curriculum, and it is conceivable that they could participate in offering it, both on their home campuses and on the CSUMB site.

It is clear from all of the planning documents thus far supplied to the Commission that a new kind of curriculum and academic structure is proposed for the campus if it is approved and becomes fully operational in the latter part of the decade. At the same time, however, the needs analysis reinforces a long-standing State University commitment to the idea of the liberal arts (p. 1-11).

the plan is to build an overall approach to undergraduate education that truly melds professional study with a broad understanding of the arts and sciences disciplines.

Part of the secret to integrating professional study and liberal learning is to recognize the many skills and proficiencies engendered by liberal arts disciplines. Communication skills (speaking, writing, listening, even electronic communication) are promoted through study of the liberal arts. The knowledge and skills needed by an educated citizenry come directly from these disciplines. It is not possible today to enter a polling booth and cast an informed vote without knowledge of global economics, bioscience and biotechnology, history, social anthropology, jurisprudence, and physics, to name just a few requisites. Mathematical and computer skills are likewise essential for success in the workplace and social arena.

Many of these skills are acquired through various "hands-on" experiences, and the State University proposes to use internships, experiential learning, international residencies, distance learning, computer training, and other techniques to broaden the horizons of its students.

Academic clusters

The curriculum for the proposed campus has not yet been created, even in draft form, that outcome awaits the deliberations and recommendations of the work

groups listed on the opposite page. However, it has already been decided that the campus not be organized along traditional departmental lines but instead according to interdisciplinary "clusters." The purpose of creating clusters rather than departments is explained in the needs analysis as follows (p. 1-10)

By identifying specialty clusters, the campus can begin to lay the groundwork for hiring an initial planning faculty. This will be a small team of professors who will arrive in 1994-95 as a planning vanguard. The planning faculty will consist of approximately two professors in each specialty cluster. In hiring by specialty cluster rather than specifically by academic discipline, the campus can select a group of faculty members whose strengths are interdisciplinary and whose allegiances are to the institution itself and to the specialty cluster, rather than to a narrow specialization. They will also be selected on the basis of their history of excellence in undergraduate teaching and their commitment to teaching and learning. Selecting a planning faculty by specialty clusters rather than by disciplines will have the added benefit of avoiding a premature lock-in of academic majors, and will allow the majors to grow out of an interdisciplinary planning process.

This principle is very much in line with the idea of "total quality management" discussed by the Commission in its earlier report on Fort Ord. In that report, the Commission urged the State University to develop its academic plans in an unconventional way (1993b, p. 53).

Planning for Fort Ord should not advance along traditional pedagogical and managerial lines. The new campus should devise a highly flexible and administratively "flat" organizational structure that will not only encourage educational innovation and a multidisciplinary curriculum, but will also discourage the establishment of academic fiefdoms.

It seems clear that the State University is moving in precisely this direction, although it should not be expected that the entire academic plan will be implemented in the first year. In that year, enrollment will be insufficient to offer a broad curriculum, and the State University has indicated that the transfer of programs at the Monterey County Center in Salinas to the new campus will tend to dictate its early curricular offerings. In time, according to present planning, the new curriculum will come to dominate the institution as the old one changes through assimilation into the new.

The needs analysis contains a hypothetical program array -- one that discusses potential results that could come from the work-group effort. None of that array is set, and all of it is speculative at the present time, but it does offer the reader some of the flavor of what may emerge in the next ten years or so (pp. 1-12 to 1-13).

Marine, atmospheric, and environmental sciences would develop majors that addressed various environmental needs. We will need weather professionals, experts on recycling and reclaiming resources, public servants who understand the global ecosystem, and people with a strong scientific background as preparation for graduate study. And of course we need teachers who are strong in science -- particularly the biological and environmental knowledge that we must impart to every schoolchild.

Visual and performing arts and related humanities would establish majors that enabled students to pursue arts-related careers. Our culture depends not only on artists, but on people who can do business in the arts, who can support the arts with technical expertise (computers, lighting, production, equipment maintenance and repair, etc.), and who can relate the arts to public service.

In Languages, cultures, and international studies, Spanish, anthropology, and sociology could form the basis for a new multicultural major that could begin almost immediately. Communication and language study could form the basis for a major that prepared people either for mass media, public, or business settings. Other majors could support future secondary teachers in various subject areas.

The **professional cluster** would plan for programs that prepare students for business and education first, with an eye to public service and a cautious eye to health professions at a later date.

-- A **business major** would [emphasize] practical skills, preparing all of its graduates to function in an international and multicultural market. Language skills, intercultural skills, and an understanding of the global economy would characterize the major.

-- **Education programs** would be present with the Salinas campus [the Monterey County Center], but would be re-engineered for Monterey Bay. Bilingual preparation would be essential to all programs, as would readiness to participate in the restructuring of California schools. Teacher preparation programs would be phased in over a four-year period, one or two areas at a time, until the campus was ready to prepare teachers in all key areas by the year 2000. Leadership preparation for schools in the area and in high need urban areas across the state would be a hallmark of the campus. We would begin with masters degrees, but in the next century, doctorates will be essential for principals and superintendents. So work would begin to establish a new kind of joint doctorate in educational leadership with UC, Santa Cruz.

-- **Public Service** will be a cornerstone of the campus mission.

In reproducing this hypothetical array, the Commission emphasizes that it represents only one of several possible directions that the academic plan of the proposed campus could eventually take. The fact that it appears in print here may give it an official aura that is undeserved. The Commission hopes that it will not be regarded as final, that imagination and creativity will dominate the development of Monterey Bay's academic plan, and that, even when an academic plan is approved by the Trustees, it will be a flexible document used more as a guide for academic life than a rigid standard to which everyone must swear indiscriminate allegiance. In short, if the proposed campus is approved, the Commission looks forward not only to an innovative plan but also to its imaginative implementation.

Educational technology

In this regard, the needs analysis emphasizes that evolving technological applications will permeate the life of the campus, including (pp. 1-14, 1-15)

- regional cooperation with other institutions to use instructional television and other telecommunications media for delivery of courses and programs,

- network access to data for research and applied scholarship,
- information and learning resources available through networking of libraries including access to specialty collections, interaction with experts via teleconferencing, and distance learning,
- university-community (schools, public agencies, special projects) interaction through computer networks and other telecommunications media,
- telecommunications media and computers to support student outreach and recruitment, admissions, financial aid, advising, evaluation and outcomes assessment, alumni contacts, and
- telecommunications media and computers to support administrative operations and special study needs

Summary

The Commission believes that the academic planning process lies at the heart of an institution. It determines its ethos, defines its environment, and shapes the character of all who work and study within it. At present, that process has barely begun for Monterey Bay, but the needs analysis submitted by the State University offers considerable hope that when the academic plan is finalized, it will present a unique and creative configuration that is worthy of emulation beyond Monterey Bay.

Cost estimates *Criterion 5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided*

All of the cost estimates for the proposed new campus continue to be developed and refined, since so many unanswered questions await resolution. For example, the actual conveyance of the 1,300 acres and buildings has not yet taken place, and questions exist about how it will take place and what conditions will be attached to it. For example, if it is conveyed by way of the federal Department of Education, the State University will less likely be able to use any of the housing facilities to generate income (rents/leases), which could affect both the support and capital outlay budgets. Instead, if it is conveyed directly by the Department of Defense, there would be fewer restrictions on revenues from the housing facilities.

Regardless of the conveyance vehicle, however, major questions about both the source and amount of capital and support funding will arise for some time to come. From the capital outlay side of the equation, the State University has made it abundantly clear that all of the funding for the conversion, renovation, and retrofitting of buildings, as well as for toxic cleanup, must come from the federal government. The estimate for that funding need, excluding toxic cleanup, has varied somewhat for the past year or so, but generally has been in the range of \$130 to \$145 million. The most recent estimate, completed on March 1 of this year and totalling \$143.3 million, including the amounts necessary to comply with the Americans with Disabilities Act, is shown in Display 22 at the right.

DISPLAY 22 Preliminary Estimates of Capital Outlay Requirements for the Conversion, Renovation, and Retrofitting of Buildings at Fort Ord for Use by California State University, Monterey Bay

| | | | | Construction Costs (in Thousands) | | | American with Disabilities Act Costs (in Thousands) | |
|--|----------------------------------|-------------------|-----------------|-----------------------------------|-------------------|--------------|---|--------------|
| | | Phase I Buildings | Total Buildings | Unit Cost | Phase I (1994-95) | Later Phases | Phase I (1994-95) | Later Phases |
| Infantry Barracks | Lecture/Labs /Administration | 3 | 21 | \$2 800 | \$8 400 | \$50 400 | \$500 | \$3,000 |
| Dental Clinics | Laboratories | 0 | 2 | 1 500 | 0 | 3,000 | 0 | 30 |
| Battery Training/Admin | Large Classroom/ Libraries | 2 | 8 | 200 | 400 | 1,200 | 150 | 450 |
| Retail Outlets | Administration | 0 | 2 | 200 | 0 | 400 | 0 | 60 |
| Headquarters | Communications | 0 | 1 | 200 | 0 | 200 | 0 | 130 |
| Signal Battery Barracks ¹ | Dormitory Complex | 4 | 4 | 175 | 700 | 900 | 150 | 0 |
| Battalion Hdqtrs /Supply ¹ | Administrative Functions | 1 | 1 | 220 | 220 | 780 | 50 | 0 |
| Battalion Hdqtrs /Supply | Administrative Functions | 0 | 2 | 1,000 | 0 | 2,000 | 0 | 100 |
| DEH/Administration | Corporate Administration | 0 | 1 | 320 | 0 | 320 | 0 | 30 |
| Maintenance | Corporate Yard | 0 | 4 | 250 | 0 | 1,000 | 0 | 120 |
| Battalion Hdqtrs /Supply | Administrative Functions | 0 | 2 | 1,000 | 0 | 2,000 | 0 | 100 |
| Battery Train /Admin | University Center | 2 | 3 | 370 | 740 | 370 | 40 | 20 |
| Snack Bar/Retail Outlet | Receiving/Storage/Administration | 0 | 8 | 10 | 0 | 80 | 0 | 80 |
| Snack Bar Retail Outlet | Snack Bar/Retail Outlet | 0 | 1 | 20 | 0 | 20 | 0 | 30 |
| Gymnasium | Gymnasium | 1 | 1 | 320 | 0 | 320 | 30 | 0 |
| Theater | Assembly Hall | 1 | 1 | 160 | 160 | 330 | 70 | 0 |
| Sports Club | Student Union | 1 | 1 | 460 | 460 | 970 | 80 | 0 |
| Chapel | Student Memorial | 0 | 1 | 270 | 0 | 270 | 0 | 30 |
| Mess Halls | Dining Commons | 0 | 2 | 390 | 0 | 780 | 0 | 60 |
| Divarty Barracks | Dormitory | 0 | 10 | 1 850 | 0 | 18,500 | 0 | 300 |
| Discom Barracks | Dormitory | 0 | 9 | 650 | 0 | 5,850 | 0 | 270 |
| Building Cost Totals | | 15 | 85 | -- | \$11,080 | \$89,690 | \$1,070 | \$4,810 |
| Infrastructure Cost Totals | | | | | 603 | 11,687 | | |
| Asbestos Abatement Cost Totals | | | | | 0 | 470 | | |
| Contingency (5 percent) | | | | | 584 | 5,092 | 54 | 241 |
| Architecture and Engineering Fees (15 percent) | | | | | 1,752 | 15,277 | 161 | 722 |
| Total Phase I (1994-95) Costs (\$15,303,600) | | | | | \$14,020 | | \$1,284 | |
| Total Costs for Later Phases (\$127,988,400) | | | | | | \$122,216 | | \$5,772 |
| Grand Totals (\$143,292,000) | | | | | \$14,020 | \$122,216 | \$1,284 | \$5,772 |

Note These estimates are as of March 1 1994

1 Additional cost for improvement and upgrade of heating, ventilating, air conditioning, and electrical systems

Source Adapted from the California State University 1994b

In many ways, the federal commitment to render the 1,300 acres of the State University footprint usable is one of the keys to the entire proposal. Should the federal government decide not to fund the necessary physical conversions, it is unlikely that the campus would ever realize its potential, and there is a certainty that current time tables would not be met. It is even within the realm of possibility that the State University would decide to withdraw from Fort Ord completely, since it could

be confident that State capital outlay funds will not be available to replace anticipated federal conversion revenues

Such an eventuality needs to be discussed openly, to avoid misunderstandings that could arise at any and all governmental levels. At present, California has virtually no funds available for capital improvements anywhere within California higher education, since all but a small fraction of the amounts raised by prior bond issues have been spent. With the Governor's signing of Senate Bill 46 (Hart) on March 14, a new bond issue in the amount of \$900 million will be placed on the June ballot. Where Fort Ord is concerned, it makes almost no difference whether that bond issue passes or not, since the proceeds from it are already committed to other projects in all three of the public systems. In addition, the public systems have previous requests that could easily absorb an additional billion dollars in 1994-95 and 1995-96 alone. Further, the recent Northridge earthquake, and the continuing pressure to construct additional prisons, has placed great burdens on California's bonding capacity, so much so that the possibility of using any State bond funds to renovate facilities at Fort Ord is near zero. With regard to the General Fund, there is no possibility that capital outlay funds could be found from that source. For all of these reasons, a continuing revenue stream from the federal government is critical if the proposed campus is to become a reality.

Display 23 below shows a summary of the current 1993-94 support budget and the proposed budget for 1994-95. For the budget year, it should be considered an

DISPLAY 23 Preliminary Support Budget Summary for California State University, Monterey Bay, 1993-94 and 1994-95

| <u>Program</u> | 1993-94 | 1994-95 | Totals | |
|---|--------------------|--------------------|------------------|--------------------|
| | <u>Base Budget</u> | <u>Request</u> | <u>Positions</u> | <u>Amount</u> |
| Personnel Services | | | | |
| Executive Management | \$0 | \$342,903 | 4 | \$342,903 |
| Programs and Academic | 1,333,628 | 2,107,273 | 65 | 3,440,901 |
| Administration, Finance, and Facilities | 487,666 | 348,799 | 15 | 836,465 |
| Instructional Resources and Technical Development | 99,070 | 160,625 | 4 | 259,695 |
| University Relations and Development | 70,057 | 97,917 | 1 | 167,974 |
| Monterey County Center, Salinas ¹ | 0 | 1,000,000 | | 1,000,000 |
| Salary Savings | <u>-65,684</u> | <u>-133,898</u> | | <u>-199,582</u> |
| Total Personal Services | \$1,924,737 | \$3,923,619 | 88 | \$5,848,444 |
| Total Operating Expenses and Equipment | <u>700,592</u> | <u>3,253,922</u> | | <u>3,954,514</u> |
| Total New Campus Requirements | \$2,625,329 | \$7,177,541 | 88 | \$9,802,958 |
| Maintenance and Security of Facilities | | | | |
| Personnel Services - Net | 1,067,489 | 126,959 | 24 | 1,194,448 |
| Operating Expenses and Equipment ² | <u>636,828</u> | <u>1,670,461</u> | | <u>2,307,289</u> |
| Total Maintenance and Security of Facilities | <u>\$1,704,317</u> | <u>\$1,797,420</u> | <u>24</u> | <u>\$3,501,737</u> |
| Grand Total | \$4,329,646 | \$8,974,961 | 112 | \$13,304,695 |

1 Assumes the Monterey County Center operated by San Jose State University will be moved to the Monterey Campus

2 Assumes the State University will contract for some security services

Source: The California State University, 1994b

**DISPLAY 24 Preliminary Support Budget Projections for California State University, Monterey Bay,
1995-96 Through 1998-99**

| Expenditure Category | Projected Personnel Positions and Costs by Fiscal Year | | | | | | | |
|---|--|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|---------------------------|----------------------------------|
| | 1995-96 | | 1996-97 | | 1997-98 | | 1998-99 | |
| | Number of Positions | Costs (1,000 FTE Students) | Number of Positions | Costs (2,000 FTE Students) | Number of Positions | Costs (3,000 FTE Students) | Number of Positions | Costs (4,000 FTE Students) |
| Personnel Services | | | | | | | | |
| Academic Support | | | | | | | | |
| Instructional Support | 40.9 | \$2,564,351 | 62.8 | \$3,613,171 | 84.8 | \$4,482,980 | 106.7 | \$5,711,097 |
| Instructional Faculty | 80.0 | 5,939,406 | 160.0 | 11,878,811 | 240.0 | 17,132,901 | 320.0 | 23,757,694 |
| Academic Support | 34.0 | 1,901,343 | 39.4 | 2,190,581 | 44.9 | 2,389,454 | 50.4 | 2,778,626 |
| Student Services | <u>42.1</u> | <u>2,322,562</u> | <u>56.3</u> | <u>3,049,069</u> | <u>71.0</u> | <u>3,634,600</u> | <u>78.2</u> | <u>4,215,095</u> |
| Subtotal Personal Services | 197.0 | \$12,727,662 | 318.5 | \$20,731,632 | 440.7 | \$27,639,935 | 555.3 | \$36,462,512 |
| Institutional Support | | | | | | | | |
| Executive Management and Institutional Support | <u>162.7</u> | <u>\$4,020,061</u> | <u>162.7</u> | <u>\$4,520,268</u> | <u>176.8</u> | <u>\$8,441,108</u> | <u>191.1</u> | <u>\$9,446,842</u> |
| Total Personal Services | 359.7 | \$16,747,723 | 481.2 | \$25,251,900 | 617.5 | \$36,081,043 | 746.4 | \$45,909,354 |
| Total Operating Expenses ¹ | | <u>\$4,598,827</u> | | <u>\$4,891,020</u> | | <u>\$1,751,339</u> | | <u>\$2,043,624</u> |
| Grand Total | | \$21,346,550 | | \$30,142,920 | | \$37,832,382 | | \$47,952,978 |

1. Operating expenses and equipment for 1995-96 and 1996-97 include contracting for maintenance services.

Source: Office of Planning and Development, The California State University.

estimate that could change considerably before final legislative action is taken. Display 24 shows a summary projection for the years 1995-96 through 1998-99, again with estimates for both enrollment and funding that should be considered preliminary and not definitive. Display 25 on page 66 shows a specific delineation of the costs for educational technology. To relate these, the State University indicates that of the \$6.6 million for technology, \$1.2 million is included within the 1994-95 budget request shown in Display 23.

These fiscal projections are intended to provide the reader only with an idea of the order of magnitude involved in the establishment and initial growth of the campus. As time goes on, and legislative consideration of the proposal proceeds in Sacramento, these estimates will be refined further.

**Geographic
characteristics
and physical
accessibility**

Criterion 7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included.

Criterion 7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated.

DISPLAY 25 Initial Cost Estimates for Educational Technology at California State University, Monterey Bay

| <u>Item</u> | <u>Detailed Amounts</u> | <u>Subtotals</u> | <u>Grand Totals</u> |
|--|-------------------------|------------------|---------------------|
| Telecommunications Network | | | \$1 910,200 |
| Infrastructure (Conduit, cables, and equipment closets) | | \$1,319,400 | |
| Communications Switching and Connections | | \$590,800 | |
| Telephone Switching Equipment | \$200,000 | | |
| Telephone Equipment | 85,000 | | |
| High-Speed Data Control Unit | 250,000 | | |
| High-Speed Terminal Equipment | 48,600 | | |
| Library Telecommunications Access | 7,200 | | |
| User Equipment | | | \$4,691 700 |
| Resource Centers | | | |
| Library and Information Resources | | \$3 704 000 | |
| Initial Collection, First Installment ¹ | \$1,500 000 | | |
| Initial Equipment and Data Bases | 1,400,000 | | |
| Computer Resources | 600,000 | | |
| Video Conferencing | 204,000 | | |
| Instructional Computing Laboratories | | \$544 900 | |
| Instructional WorkStations | \$487,900 | | |
| Advanced WorkStations | 57 000 | | |
| Faculty and Staff Workstations | | \$442 800 | |
| Total Initial Cost Estimate | | | \$6 601 900 |

¹ It is estimated that an initial collection of print media – the equivalent of 100,000 volumes that are not otherwise available – will be required. The total cost is \$4.5 million. It is proposed that the collection be purchased in three annual installments of \$1.5 million (~33,333 volumes) each.

Source: The California State University, 1994b

Regional demographic characteristics

Pages 27-31 of this report contained an overview of the Monterey Bay area with several maps that offered a general description of its physical characteristics. Further, some of the population demographics of the Tri-County region were presented earlier in Display 14. Display 26 on the next page shows a delineation of the ethnic distribution of the Tri-County region as of the 1990 census and projected forward by the Demographic Research Unit of the Department of Finance. Display 27 shows the ethnic composition of State University systemwide enrollments as a reference point. Further details about the environment of the Monterey Bay area were supplied by the State University in the Environmental Impact Statement that is referenced in the bibliography to this report.

It is clear from the population projections that the demography of the Tri-County area is changing in much the same way as the demography of California. While the Black population represents a much smaller percentage of the Tri-County area than is true statewide, the trend whereby the Latino population represents an increasing share of the population of the State is clearly evident in the Monterey Bay region. By the year 2010, the White population will represent about half of the Tri-County area's population, the Latino population about 41 percent, with other racial-ethnic groups constituting the rest. By 2020, the Latino population will hold a plurality, and by 2030 an absolute majority. These trends make the multicultural emphasis of the new campus most appropriate. The availability of housing may have the effect of further diversifying the campus.

Access to campus

In this criterion, access is a major consideration, and it relates directly to housing issues. The proposed California State University, Monterey Bay is intended to be

DISPLAY 26 *Racial/Ethnic Composition of the Tri-County Region's Population as of the 1990 Census, with Projections to 2020*

| <u>County and Group</u> | <u>1990</u> | <u>2000</u> | <u>2010</u> | <u>2020</u> | <u>2030</u> | <u>2040</u> |
|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Monterey | | | | | | |
| White | 188,500 | 195,000 | 201,800 | 213,700 | 224,200 | 231,100 |
| Black | 21,900 | 23,900 | 27,300 | 30,700 | 33,700 | 36,700 |
| Latino | 120,600 | 163,100 | 220,300 | 290,500 | 371,100 | 461,400 |
| Other | 27,800 | 32,000 | 35,900 | 39,200 | 41,900 | 44,100 |
| Subtotal | 358,800 | 414,000 | 485,300 | 574,100 | 670,900 | 773,300 |
| San Benito | | | | | | |
| White | 19,000 | 25,500 | 32,900 | 40,000 | 47,000 | 53,900 |
| Black | 200 | 200 | 200 | 200 | 200 | 200 |
| Latino | 16,900 | 23,800 | 31,900 | 41,200 | 51,600 | 63,100 |
| Other | 900 | 1,200 | 1,500 | 1,800 | 2,100 | 2,400 |
| Subtotal | 37,000 | 50,700 | 66,500 | 83,200 | 100,900 | 119,600 |
| Santa Cruz | | | | | | |
| White | 172,400 | 181,600 | 184,600 | 184,800 | 180,500 | 170,700 |
| Black | 2,300 | 2,700 | 3,100 | 3,500 | 4,000 | 4,300 |
| Latino | 47,000 | 69,200 | 92,700 | 121,900 | 156,900 | 196,700 |
| Other | 9,100 | 10,500 | 11,400 | 12,100 | 12,700 | 12,900 |
| Subtotal | 230,800 | 264,000 | 291,800 | 322,300 | 354,100 | 384,600 |
| Totals | | | | | | |
| White | 379,900 | 402,100 | 419,300 | 438,500 | 451,700 | 455,700 |
| Black | 24,400 | 26,800 | 30,600 | 34,400 | 37,900 | 41,200 |
| Latino | 184,500 | 256,100 | 344,900 | 453,600 | 579,600 | 721,200 |
| Other | 37,800 | 43,700 | 48,800 | 53,100 | 56,700 | 59,400 |
| Total | 626,600 | 728,700 | 843,600 | 979,600 | 1,125,900 | 1,277,500 |
| Percentages | | | | | | |
| White | 60.6% | 55.1% | 49.7% | 44.7% | 40.1% | 35.6% |
| Black | 3.8% | 3.6% | 3.6% | 3.5% | 3.3% | 3.2% |
| Latino | 29.4% | 35.1% | 40.8% | 46.3% | 51.4% | 56.4% |
| Other | 6.0% | 5.9% | 5.7% | 5.4% | 5.0% | 4.6% |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Source: State Department of Finance, Demographic Research Unit, Report No. 93-P-3

primarily a residential campus, but there will doubtless be many students who will not live on or immediately adjacent to the campus, and will therefore be commuting from the surrounding communities. In some cases, as from Monterey or Castroville, the drive will be short, but for those who live in such areas as Santa Cruz, Gilroy, or Gonzales, the drive will take up to an hour. Display 28 (right) provides estimates of the distances and the commuting times.

As noted elsewhere in this report, Salinas represents a special case, since it is currently the home of the Monterey County Center of San Jose State. At present, residents of the Salinas area must circumvent the base along highways 68 and 1 (see Display 2), a trip that currently re-

DISPLAY 27 *Ethnic Distribution of Students in the California State University, Fall 1993*

| <u>Level of Student</u> | <u>Asian</u> | <u>Black</u> | <u>Filipino</u> | <u>Latino</u> | <u>Native American</u> | <u>Other</u> | <u>White</u> | <u>Non-Resident</u> | <u>No Response</u> | <u>Total</u> |
|--------------------------|---------------|---------------|-----------------|---------------|------------------------|--------------|---------------|---------------------|--------------------|----------------|
| Total Lower-Division | 12,358 | 5,989 | 3,624 | 15,672 | 714 | 1,752 | 28,093 | 2,229 | 4,141 | 74,572 |
| Total Upper-Division | <u>24,694</u> | <u>10,052</u> | <u>6,792</u> | <u>25,925</u> | <u>1,871</u> | <u>4,441</u> | <u>95,724</u> | <u>5,317</u> | <u>13,104</u> | <u>187,920</u> |
| Total Undergraduate | 37,052 | 16,041 | 10,416 | 41,597 | 2,585 | 6,193 | 123,817 | 7,546 | 17,245 | 262,492 |
| Percentages | 14.1% | 6.1% | 3.9% | 15.8% | 0.9% | 2.3% | 47.1% | 2.8% | 6.5% | 100.0% |
| Total Post-Baccalaureate | 1,750 | 1,040 | 326 | 3,125 | 223 | 450 | 14,407 | 385 | 2,605 | 24,311 |
| Total Masters | 3,881 | 1,769 | 521 | 3,090 | 282 | 810 | 22,034 | 2,296 | 3,938 | 38,621 |
| Total Graduate II | <u>11</u> | <u>10</u> | <u>0</u> | <u>22</u> | <u>1</u> | <u>2</u> | <u>137</u> | <u>19</u> | <u>13</u> | <u>215</u> |
| Total Grad./Post-Bacc | 5,642 | 2,819 | 847 | 6,237 | 506 | 1,262 | 36,578 | 2,700 | 6,556 | 63,147 |
| Percentages | 8.9% | 4.4% | 1.3% | 9.8% | 0.8% | 1.9% | 57.9% | 4.2% | 10.3% | 100.0% |
| Total Students | 42,694 | 18,860 | 11,263 | 47,834 | 3,091 | 7,455 | 160,395 | 10,246 | 23,801 | 325,639 |
| Percentages | 13.1% | 5.7% | 3.4% | 14.6% | 0.9% | 2.2% | 49.2% | 3.1% | 7.3% | 100.0% |

Source: California Postsecondary Education Commission

DISPLAY 28 Approximate Mileages and Commuting Times to California State University, Monterey Bay, from Various Locations in the Tri-County Region

| <u>Origin</u> | <u>Mileage</u> | <u>Approximate Commuting Time¹</u> |
|-----------------------------------|----------------|---|
| Via Highway 1 (North) | | |
| Santa Cruz | 33 | 50 |
| Capitola | 29 | 44 |
| Aptos | 26 | 39 |
| Watsonville | 18 | 27 |
| Marina | Adjacent | N/A |
| Via Highway 1 (South) | | |
| Seaside | Adjacent | N/A |
| Monterey | 6 | 10 |
| Pacific Grove | 9 | 15 |
| Carmel-by-the-Sea | 11 | 17 |
| Carmel Valley (via 16 and 1) | 21 | 32 |
| Other Routes | | |
| Gilroy (via 101, 156, and 1) | 32 | 48 |
| Hollister (via 156 and 1) | 32 | 48 |
| Castroville (via 156 and 1) | 11 | 17 |
| Salinas (via 68 and 1) | 22 | 33 |
| Salinas (if road built thru Fort) | 9 | 14 |
| Gonzales (via 101, 68, and 1) | 38 | 57 |
| Soledad (via 101, 68, and 1) | 47 | 70 |

¹ Assumes a constant driving speed of 40 miles per hour
Source: The California State University, 1994b

quires slightly over a half hour. In the future, there is a possibility that a roadway could be constructed directly through the Fort Ord property, a project that the State University estimates will reduce travel time from 33 to 14 minutes. In its application to the Department of Education for the conveyance of the 1,300 acres, the State University wrote at some length about this prospect, and has reiterated its arguments in the needs analysis. Salinas is the largest city in the area, and one of the cities with the most difficult access route to Fort Ord. There are no current plans for the construction of such a thoroughfare, but the State University should certainly be encouraged to pursue such a project aggressively.

Concerning public transportation, it would be highly unusual to find a well-defined transportation plan at this stage of new campus development. The State University indicates that discussions are underway with the local transit authority, Monterey-Salinas Transit (MST), which currently provides service to the base, and that every effort will be made "to insure that the service will be continued and expanded as necessary after the property is transferred" (p. 5-7).

Residential capacity

There is sufficient housing within the State University's 1,300-acre footprint to house 7,030 students. That number is derived from the following:

- ♦ Residence halls (19 buildings) with 1,700 spaces,
- ♦ Residential facilities in Schoonover Park (156 buildings containing 159 three-bedroom units and 628 two-bedroom units) with 3,466 residential spaces, and
- ♦ Residential facilities in Frederick Park (84 buildings containing 466 two-bedroom units) with 1,864 residential spaces.

Given the State University's enrollment projection, and assuming a planned residential share of 65 percent of the total (Display 19), sufficient housing exists for all the non-local enrollment anticipated through 2010, the last year of the current projection.

Exactly how the housing will be used remains a question. If the conveyance for public benefit from the federal Department of Education stands, then the State University will have less flexibility to engage in any profit-making activities with the housing, as in renting it to residents of the area at market rates. If the conveyance through the Department of Defense occurs, however, it may be possible to rent to members of the community -- until such time as there is a sufficient number

of students and faculty residing on campus -- and thereby realize some profit. Such a course would be desirable from both the State's and the State University's point of view, since it could reduce the need for State support on the one hand, and, on the other, could provide the State University with discretionary funds it might need for a variety of purposes. As with many other aspects of the proposed campus, the final resolution of the conveyance and the use of the housing has not been finalized.

Regardless of the conveyance vehicle, however, students and faculty at the institution will enjoy first priority for occupancy of the housing. As the State University sees it, the existence of the housing will provide opportunities for interactions between students and faculty not normally found on its campuses, such as the possibility of a "total immersion" language program. In reality, there are no strictly residential colleges in the State University; the proposed campus would probably be the first. And not only does housing exist, the fact that it is being donated means that costs can be kept very low, and hence opportunities expanded for a wide range of students -- particularly those from low-income backgrounds -- to take advantage of the available housing.

Further, it is the housing that makes the enrollment projections credible. No one would be speaking of a campus with even 10,000 full-time-equivalent students if there were no on-campus housing, since it is clear that the Tri-County region will not be able to generate that many students for decades. With the housing, students can be imported, and it is therefore likely that the projections are reasonable, provided sufficient operating funds can be found.

As noted in the section on academic planning, a work group has been established to consider housing issues, and it will be meeting for many months to come. Clearly, all of the details are not yet resolved, yet the existence of the housing represents one of the most attractive features of the enterprise, and it is for that reason that Chancellor Munitz has stated consistently that he will not accept any of the property unless the housing is included.

**Environmental
and social impact**

Criterion 8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public.

The State University has submitted an "Environmental Impact Statement" (comparable to an Environmental Impact Report) to the Commission as part of its needs analysis. In addition, State University planners have been in close contact with the Fort Ord Reuse Group (FORG), which is a community-based committee overseeing the entire base reuse process. Also involved are the Monterey Bay Unified Air Pollution Control District and the Association of Monterey Bay Governments, among others.

There are any number of questions about what is proposed to take place at Fort Ord. Without doubt, for example, the renovation and retrofitting of old buildings

will displace some amount of asbestos, and there may be other issues of air and water pollution associated with the conversion process. A major infrastructure study has been completed, which has not exposed any problems that cannot be mitigated. There are the transportation issues, as discussed in the previous section regarding access from Salinas, and issues regarding the cleanup of hazardous wastes.

This last issue has been of concern to many people, as questions have arisen about the possibility of unexploded ordinance in the vicinity of the campus and the possible presence of highly toxic chemicals. As to the first, the 8,000-acre area several miles to the south of the campus "footprint" shown in Display 4 on page 30 above is under quarantine at the present time due to the presence of unexploded munitions, some of them dating back to World War I. As to the second, the State University offers the following comment (p. 6-4):

The contaminated areas within the proposed boundaries of the new campus site at Fort Ord are all areas where maintenance yards and motor parks were located. The pollutants at these sites have been characterized as light industrial pollutants and are not considered difficult to clean up. By Federal Law the U.S. Army is the responsible agent to ensure that each parcel of land is declared clean in accordance with EPA standards prior to it being conveyed for any purpose to any other entity outside the U.S. Government. CSU representatives have been working with Fort Ord representatives to ensure that all environmental clean-up activity is complete prior to conveyance of any parcels of property to the CSU.

In short, there should be few problems regarding toxic wastes, and what problems there are will not become the financial responsibility of the State of California.

Effects on other institutions

Criterion 9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

Criterion 9.2 The establishment of a new University of California or California State University campus or educational center must take into consideration the impact of a new facility on existing and projected enrollments in the neighboring institutions of its own and of other systems.

The State University has been in close contact with neighboring groups and institutions, and there is little question that the establishment of the campus enjoys "strong local, regional, and statewide interest." In its needs analysis, the State University included letters of support for the proposal from United States Senators Boxer and Feinstein, Congressmen Dellums, Farr, Fazio, Mineta, and Panetta (just before he assumed his current duties), Assembly Member Rusty Areias, Joseph A. Cavanaugh, Project Coordinator for FORG, a local citizens organization, Dan Albert, Mayor of Monterey, Ken White, Mayor of Carmel-by-the-Sea, Jack Barlich, Mayor of Del Rey Oaks, David Pendergrass, Mayor of Sand City, and

Edith Johnson, Mayor of Marina In addition, the State University conducted interviews with all of the individuals shown in Appendix F -- a partial list from which is shown below

California Community Colleges

Cabrillo Community College District James Hurd, President
Gavilan Community College District Glen Mayley, President
Hartnell Community College District James Hardt, President
Monterey Peninsula College District David Hopkins, President

Education officials

William Barr, Superintendent, Monterey County Office of Education
Diane Siri, Superintendent, Santa Cruz County Office of Education
James R. Lowery, Superintendent, San Benito County Office of Education
Superintendents or administrators of 19 school districts in the Tri-County area

California State University

Dr. Kenneth Secor, Vice President for Administration, California State University, Bakersfield

Community and governmental organizations

Nicholas Papadakis, Executive Director of the Association of Monterey Bay Area Governments
Barbara Shipnuk, Chairperson, Monterey County Board of Supervisors
Rick Lawrence, Executive Director, Monterey Peninsula Chamber of Commerce
Tony Hill, Access Unlimited (African-American Community Association)
Bob Nunez, President, Monterey County Hispanic Chamber of Commerce

The State University also provided a list of scheduled interviews, which is included in Appendix F

Further support for the Monterey Bay campus has come from "Education First!" in Los Angeles -- an organization founded by Lynda Guber and Carole Isenberg, that includes such luminaries as LeVar Burton, Tony Danza, Danny DeVito, Henry Mancini, Sidney Poitier, and Brandon Tartikoff on its board of directors. Chancellor Munitz received an enthusiastic letter of support from David Garcia, the organization's program director, on February 22, 1994 (Appendix K). Given its membership, this organization could provide considerable assistance in the area of private fund raising.

"California Leadership," a private organization that promotes leadership skills, has agreed to assist in the planning of the proposed campus. The group is concerned with public policy issues -- particularly those focusing on diversity -- and, as such, it should be able to offer valuable assistance in institutional development.

Extensive consultation with the University of California, Santa Cruz, resulted in the signing of a Memorandum of Understanding on January 7, 1993. That memorandum recognizes the desire of the Santa Cruz campus to establish a Fort Ord

Research Center on approximately 1,200 acres of land adjacent to the proposed State University site. It is the stated intention of the two parties to the agreement to collaborate in planning efforts for the land conveyance, to provide regular administrative interactions on all matters of mutual concern, and to share planning costs where applicable. Other possibilities include the sharing of facilities and space, which will have to be subject to future contractual agreements outside of the scope of the memorandum, and perhaps faculty and student exchanges. UC-SC's intent is to

provide for a grouping of governmental, educational, and industry research agencies, forming a collaborative center. This center will be designed to form the basis of an educational institute and future technology transfer opportunities for private entrepreneurial research and development activities in the field of environmental science and related technology. UCSC anticipates a central management role in developing a research collaborative between educational, governmental, and other non-profit research institutions and agencies, and a leadership role in soliciting entrepreneurial research affiliated with the center (University of California, 1993, p. 6).

This defines the University's objective of creating a research park that is intended to attract a large number of technologically oriented firms that will contribute significantly to the economic health and wealth of the region, and which will also provide research, and perhaps teaching, opportunities for faculty at the University of California and the California State University. There should also be additional teaching opportunities for community college faculty.

The State University has worked with the California State Student Association to ensure that students are fully integrated into all aspects of campus planning. There has also been extensive faculty consultation, not only with the statewide academic senate, but with the faculty union. A "Letter of Agreement" with the union was signed on January 14, 1994 (Appendix L) that creates the possibility for more flexible arrangements with faculty than exist under the current collective bargaining agreement.

Other contacts initiated by the State University's Office of Planning and Development include those with the Moss Landing Marine Laboratories (a State University Consortium located on Monterey Bay), the Naval Postgraduate School, the Defense Language Institute, the Monterey Institute for International Studies, Golden Gate University, Monterey College of Law, and the Monterey Bay Aquarium/National Oceanographic and Atmospheric Administration (MBA/NOAA). A draft Memorandum of Understanding among the State University, the University of California, Monterey Peninsula College (MPC), the Defense Language Institute, and the Monterey Institute for International Studies was released on February 17, 1994 for the purpose of creating a Center for Intensive Language and Culture (CILC). The center will be located on the State University campus and will involve concentrated language instruction in Arabic, Chinese, English, French, German, Italian, Korean, Russian, and Spanish, with other languages to be added later.

An additional Memorandum of Understanding was drafted between the State University planning office and San Francisco State University, whereby San Francisco State will provide assistance to Monterey Bay campus planners in the development of a comprehensive academic program

Arrangements with local community colleges

Without question, there has been a great deal of consultation, discussion, negotiation, and consensus building since the idea of a State University campus in Monterey first arose in July of 1991. At the same time, any project of this magnitude and complexity will inevitably prompt hard questions from some quarters regarding legitimate territorial interests, and some of those questions are being asked by the community colleges in the area, particularly Monterey Peninsula College (MPC). On February 9, 1994, MPC Superintendent/President David W. Hopkins wrote to Interim Provost Steven F. Arvizu of California State University, Monterey Bay, expressing a number of concerns (Appendix I), in particular

- 1 What specific lower division courses are needed?
- 2 What special instructional approaches will be needed for these courses?
- 3 Who should offer the courses?

To answer the first question, Superintendent Hopkins suggested a series of focus groups between Monterey Peninsula College faculty and Monterey Bay campus planners. These groups would review specific curricular concerns in the areas of business, computer science, English, English as a Second Language (ESL), and other areas. Regarding the second question, he suggested that discussions ensue on such issues as individualized instruction, distance learning, the needs of historically underrepresented groups, and other issues. Finally, he noted the severe impact the closure of Fort Ord has had, and continues to have, on his institution. "Anything that can be done," he added, "to reduce this impact will be extremely important to MPC in facing this serious fiscal deficit."

In its first report on the Monterey Bay campus project, the Commission included a specific recommendation regarding State University/Community College relationships, which proposed (1993b, p. 53)

that a liaison committee consisting of representatives from the State University, the four community colleges in the region (Monterey Peninsula College, Hartnell College, Gavilan College, and Cabrillo College), and the Commission be established for the purpose of discussing such issues as lower-division course work at California State University, Monterey Bay

That recommendation was introduced to the Commission on September 13, 1993, and approved on October 25. Unfortunately, the first formal meeting of the Liaison Committee was not held until February 14, 1994, and it was at that meeting that Dr. Hopkins presented his letter to all of the assembled participants. One other meeting of the committee is scheduled, although no focus group sessions are

currently on the calendar, but overall, progress in implementing the Commission's earlier recommendation has been slow, and it may be that very slowness that has created less than ideal working relationships between the proposed campus and Monterey Peninsula College

Those relationships may begin to improve in the near future, as the State University has recently taken a more active interest in the fiscal circumstances of the area's community colleges, particularly Monterey Peninsula College. In an addendum to the needs analysis, the State University pointed out not only that Monterey Peninsula College has been included in the Center for Intensive Language and Culture agreement noted above, but that several other actions have taken place, as follows (1994b, pp. 1-5, 1-6)

- A Work Group on Collaboration, one of the planning task forces for the new campus, is being co-chaired by community college representatives, and other community college representatives will serve on task forces to advise and recommend actions for programs and services at CSUMB
- In partnership with San Francisco State University, CSUMB is committed to provide opportunities for a variety of academic and scholarly activities that can serve CSUMB students as well as the interests of the local community colleges, including environmental science, foreign languages, ethnic and cultural studies, and applications of multimedia studies to the educational process and the visual and performing arts. Of specific note is the potential to develop a joint total immersion program in selected foreign languages to take advantage of the residential nature of CSUMB
- The planned technological infrastructure and distribution capability of CSUMB will enable the sharing of research, scholarship, and coursework with colleagues in community colleges and other institutions of higher learning
- The availability of extensive housing opportunities at CSUMB provides an area of potential collaboration for Monterey Peninsula College, in particular, to access the housing for students interested in taking advantage of its notable programs
- The close proximity of Monterey Peninsula College to CSUMB affords an opportunity to provide technological linkages for the sharing of programs and services, to develop model articulation and transfer arrangements, to seriously explore co-teaching and joint use of facilities, to engage in creative pedagogical approaches, to experiment with organizational alternatives, and to explore some innovative transportation linkages in conjunction with the local community

All of these initiatives will doubtless be helpful if they are pursued aggressively and in good faith, but it remains true that Monterey Peninsula College faces a major fiscal reversal as a result of the closure of Fort Ord. Most of that reversal is by no means the fault of the California State University and its proposed new campus, but is the result of the closure of the base itself. Even if the State University had no plans for a new campus in Monterey, Monterey Peninsula College would still have a fiscal problem.

The general dimensions of the problem are shown in Display 29 on page 75, which indicates that while the college's current year (1993-94) budgetary losses are prob-

DISPLAY 29 Monterey Peninsula College Budgets, 1988-89 to 1993-94

| <u>Revenue Source</u> | <u>1988-89</u> | <u>1989-90</u> | <u>1990-91</u> | <u>1991-92</u> | <u>1992-93</u> | <u>1993-94¹</u> |
|---|------------------|------------------|------------------|------------------|------------------|----------------------------|
| State Revenue | | | | | | |
| General Fund | \$10,248,436 | \$11,399,344 | \$12,317,780 | \$11,653,201 | \$10,091,802 | \$7,145,604 |
| Student Aid, DSPS, EOPS | 554,562 | 626,841 | 664,823 | 792,113 | 814,519 | |
| Deferred Maintenance | | | | | | |
| Matriculation, Miscellaneous | 722,667 | 562,198 | 637,044 | 511,750 | 553,770 | |
| Property Tax | 80,479 | 82,004 | 83,783 | 88,688 | 88,168 | |
| Mandated Costs, Lottery, Child Care, Miscellaneous | <u>1,903,537</u> | <u>2,088,734</u> | <u>1,331,855</u> | <u>653,430</u> | <u>559,101</u> | |
| Subtotal | \$13,509,681 | \$14,759,121 | \$15,035,285 | \$13,699,182 | \$12,107,360 | |
| Local Revenue | | | | | | |
| Property Taxes | \$3,458,266 | \$3,838,552 | \$4,242,734 | \$5,048,410 | \$6,125,094 | \$8,188,187 |
| Sales and Donations | 136,086 | 158,645 | 91,387 | 83,205 | 55,251 | |
| Rents | 25,550 | 27,416 | 20,296 | 25,209 | 56,602 | |
| Citations | 0 | 0 | 0 | 3,263 | 6,659 | |
| Interest | 150,805 | 229,393 | 196,028 | 120,458 | 124,840 | |
| Student Fees (includes non- resident health and parking) | <u>1,592,186</u> | <u>1,791,519</u> | <u>1,994,147</u> | <u>2,201,494</u> | <u>2,769,977</u> | <u>1,672,607</u> |
| Subtotal | \$5,362,893 | \$6,045,525 | \$6,544,592 | \$7,482,039 | \$9,138,423 | |
| Federal Revenue | \$613,423 | \$580,857 | \$739,695 | \$658,238 | \$1,274,499 | \$1,191,290 |
| Miscellaneous Revenue | <u>\$86,428</u> | <u>\$56,642</u> | <u>\$111,697</u> | <u>\$77,266</u> | <u>\$228,656</u> | |
| Other Revenue ² | | | | | | \$3,491,273 |
| Total Revenue | \$19,572,425 | \$21,442,145 | \$22,431,269 | \$21,916,725 | \$22,748,938 | 21,688,961 |
| Total Revenue, excluding Federal | \$18,959,002 | \$20,861,288 | \$21,691,574 | \$21,258,487 | \$21,474,439 | 20,497,671 |

1 Amounts are aggregated and contain preliminary estimates of total 1993-94 revenue

2 This includes revenue sources listed in other categories of the display but not detailed for the purposes of this budgetary projection.

Source: Monterey Peninsula College

ably bearable with some general tightening, those in subsequent years are more serious and will be more difficult to manage. Between 1992-93 and 1993-94, and excluding federal funds that are generally earmarked for various categorical programs and special activities, the college is due to lose almost \$1 million, or about 4.6 percent of its budget. In the three subsequent years, the State will deduct about \$350,000 per year to account for enrollment losses experienced during 1993-94, which will further aggravate the situation.

Further losses will occur in student fee revenue and in revenue from various other activities that are primarily enrollment driven such as the Lottery, sales, and categorical programs. The enrollment losses are shown in Display 30. On the positive side, there has been a considerable shift of State funding to local property tax funding, as Display 29 shows clearly, with property tax revenues almost doubling (93.0 percent increase) over the past three years between 1990-91 and 1993-94. According to the 1993-94 projection supplied by the district, State apportionments in the current year should equal only 34.9 percent of the total budget (excluding federal funds) compared to 54.1 percent five years earlier. Since property tax

*DISPLAY 30 Enrollment History and Projection
for Monterey Peninsula College, 1988 to 1993*

| <u>Fall Term</u> | <u>Headcount Students</u> | <u>Full-Time Equivalent Students</u> | <u>Changes in Full- Time-Equivalent Enrollment from Prior Year</u> | <u>Weekly Student Contact Hours per Headcount Enrollment</u> |
|----------------------|-------------------------------|--|--|--|
| 1988 | 9,701 | 5,493 | N/A | 8.5 |
| 1989 | 9,851 | 5,501 | 0.1% | 8.4 |
| 1990 | 10,132 | 5,679 | 3.2% | 8.4 |
| 1991 | 9,808 | 5,879 | 3.5% | 9.0 |
| 1992 | 10,655 | 6,271 | 6.6% | 8.8 |
| 1993 | 8,744 | 4,851 | -22.6% | 8.3 |

Source: Monterey Peninsula College

revenues are not strictly enrollment-based, there should not only be no loss of local tax revenue, but an increase of over \$2 million between 1992-93 and 1993-94. That fact alone will soften what might otherwise have been a crippling budgetary blow, but even with that, it appears that Monterey Peninsula College can probably expect a net budgetary loss of 10 percent of its budget through 1996-97 from revenues received in 1990-91.

This situation suggests a policy of prudence, cooperation, and deliberation on the part of both the State University and the region's four community colleges, Monterey Peninsula College in particular. In that regard, it is hope-

ful to note that the State University is actively engaged in a consultation process with them, and that opportunities are being developed for community college faculty to become directly involved with the new campus on issues such as "the sharing of courses, faculty, curriculum, students, and facilities (especially housing)" (1994b, p. 1-4). The State University's signing of a Memorandum of Understanding with the community colleges in the area -- a draft of which appears in Appendix J -- will go a long way towards increasing trust and cooperation, as will an effort by the State University to begin its lower-division activities with as small a cadre of students as possible. Beyond that, the continuing involvement of the Liaison Committee between the campus and the community colleges in planning activities, and the further involvement of focus groups and task forces on lower-division education, transfer programs, articulation, and any number of other concerns of importance to both segments, will cement relations among the institutions and provide a solid foundation for the future.

Economic efficiency *Criterion 10.1 Since it is in the best interests of the State to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are borne by the State, assuming all other criteria listed above are satisfied.*

Criterion 10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort.

On January 26, 1994, the State University's Trustees received an extensive progress report on the proposed acquisition of the 1,300 acres at Fort Ord for California

State University, Monterey Bay That item contained several sections, which are quoted in part below, that speak directly to the question of economic efficiency (1994a, p 3)

The decision to downsize significantly the military operation at Fort Ord presents an unprecedented opportunity to undertake a major base conversion projection that will have a significant economic impact upon the local region and add future enrollment capacity to the CSU

The availability of the land, infrastructure, and facilities, plus the federal government's commitment to help fund the capital conversion, provides

- A strong incentive for the state to obtain the property and facilities for a CSU campus adjacent to a UC research center, and other property that will be used by local community colleges and at least two independent higher education institutions
- A strong incentive for the CSU to design and develop a new campus with modern technological capacity sufficient to deliver educational programs to California's students in the 21st century and a collaborative and cooperative "educational park" to address a variety of educational needs and interests
- A strong incentive for the local communities to support the conversion from defense to education as a means of replacing the economic activity that will be lost as the military operation at Fort Ord is reduced

In addition, the State University's revised needs analysis detailed a number of possible consequences that could result if the campus is not created Some of these related to negative impacts on the local economy -- which may well be serious but cannot become the focus of this report Whatever those impacts may be, a similar argument could be made for almost any region of the State suffering a base closure The issue for the Commission, and for the State University as well, is whether a campus in Monterey is needed and fiscally viable If it meets those two tests, then the economic benefits to the region are a bonus If it does not meet those tests, then the proposal wastes scarce public resources and probably serves as only a temporary panacea for the region

The other argument noted in the needs analysis -- that the failure to establish the campus could have negative consequences for the State University -- is more persuasive (1994b, pp 10-2 and 10-3)

Consequences for the CSU and the state would include

- A missed opportunity to establish a campus in a relatively large and growing region where a significant portion of the upcoming college age cohort is comprised of underserved minorities This is not to say that a CSU campus would never be established in the region but only that such a campus would have to be established at a later date on property acquired at much greater expense and effort Given the continuing questions about the state's future capacity to fund public higher education bond issues, and the related uncertainty about the passage of future public higher education bond issues, especially in light of the current proposal to finance earthquake repairs and retrofits with bonds that will

be on the next ballot, the Fort Ord property with its existing inventory of structures seems a particularly appropriate acquisition for the state

- **Less future capacity to accommodate enrollment growth** If the state's population continues to grow as projected by the California Department of Finance, and assuming students continue to enroll in the CSU at approximately the same rate as they have historically, the CSU will need to accommodate a substantial growth in enrollments. Monterey Bay will provide some of the capacity to accommodate this growth within the region and for the state as a whole

It is probably a truism that any plan capable of attracting wide attention will also attract its share of critics, regardless of its merits. The proposal to establish a baccalaureate university at Fort Ord is certainly large in its scale, and it has attracted some who question both its feasibility and its fiscal prudence. In time, as the academic and administrative plans develop, it is likely that other critics will arise to argue that one element or another is flawed. Of the criticism or questions that have thus far arisen, perhaps the most curious is the charge that the creation of a campus at Fort Ord is somehow ill conceived from a fiscal standpoint. Of all possibilities, the evidence suggests that this is the criticism least likely to stand the test of time.

Previously, Display 21 presented a preliminary estimate of the value of the property in Monterey, and while one may question whether an acre of land at Fort Ord is worth \$100,000, \$250,000, or \$500,000, depending on usage, there can be no doubt that California will be receiving a substantial bequest from the federal government. Not only are the land and structures worth somewhere near \$1 billion, the federal government is also contributing further millions to renovate and convert the facilities for educational use.

The argument that the "gift" of Fort Ord is not cost effective is to argue that there will not be a need for another campus of the California State University system, that the campus is so poorly located as to be wasteful of the funds needed to support it, or that the State will have to invest such large sums to render the property usable that it would be better not to accept the property at all. In the Commission's view, none of those contentions can be supported.

The enrollment projections discussed earlier in this report indicate that the physical capacity of the system must be expanded in the near future. In the near term, through about 2005, that capacity can be accommodated by building new buildings on existing campuses, but by 2010, even those existing campuses will not be able to accommodate the total expected to desire admission. Yet even if the State University system could enroll all of the students projected by the Department of Finance to desire attendance in 2010, the State's choice for as many as 10,000 to 15,000 of those students is between building new buildings eventually at State expense or accepting free buildings now at federal expense. The better choice for the State seems apparent.

Other arguments -- that the location is poor or that excessive costs are involved -- are not supported by the facts. The former argument could be cogent if any one of

three conditions was present (1) the campus were wholly or even primarily dependent on a small local population to generate its student body, (2) there were no housing facilities to provide for students and others residing outside the area, and (3) California was not on the verge of experiencing a revolution in information technology. In fact, none of these conditions is present.

The population in the Tri-County area is sufficient to form the new institution's basic nucleus but insufficient to provide for the enrollment anticipated at maturity -- some 25,000 full-time-equivalent students. It is for that reason that the housing on the base is so critical, and why the State University has made it clear that it will not accept the property unless the housing units and dormitory buildings are included. With that housing, however, students can come from all over California, making the Monterey Bay campus the first truly statewide institution in the State University system. For that reason alone, the campus cannot be evaluated strictly on the basis of local or regional demographics.

The third condition is perhaps the most telling. No one can predict exactly what the new information superhighway may bring, but the idea that "anywhere is everywhere" seems to be gaining acceptance and offers a very powerful paradigm for the future of education. The State University has stated that it will use technology widely and with great variety at the proposed campus, and that it will form linkages with dozens of institutions in the local area, nationally, and even internationally. For some, those linkages may seem to imply only interactive television -- which the State University has used to good advantage -- but interactive television will only be one of many technological tools used to deliver the curriculum. To compare today's delivery systems to those of the first several decades of the twenty-first century is probably to compare a Model T Ford to a Continental Mark VIII. The future of digital cellular technology in concert with multi-media based computers will change almost everything about the way information is transmitted from one person to another. The Commission discussed these possibilities at some length in its earlier report on the Monterey Bay campus, and the State University has expanded that discussion in its needs analysis. As a consequence, it is not difficult to predict that the location of the proposed California State University campus in Monterey will turn out to be entirely utilitarian for the age it will serve.

Given these considerations, and assuming various federal commitments for renovations are kept, there should be little doubt that substantial fiscal savings will accrue to the State as a result of the acquisition of the federal property.

The only remaining criterion relates to the intersegmental uses of facilities and the possibility of demonstrating financial savings. In this regard, the State University is continuing to develop a series of memoranda of understanding with many institutions in the local area and around the State. As noted earlier in this report, memoranda already developed include those with Monterey Peninsula College, the Defense Language Institute, the Monterey Institute for International Studies, San Francisco State University, and the University of California at Santa Cruz. Discussions are in progress with all the community colleges in the area, the Moss Landing

Marine Laboratories (which is a consortium involving five State University campuses in northern California), the Naval Postgraduate School, Golden Gate University, the Monterey College of Law, and the Monterey Bay Aquarium/National Oceanographic and Atmospheric Administration (NOAA). The strong possibility exists that housing will be made available to the community colleges. Once the issues involving the provision of lower-division instruction are resolved, there may also be opportunities for community college faculty to teach at the Monterey Bay campus, or for campus faculty to teach at the community colleges. Much remains to be accomplished, but the prospects for cooperation combined with the commitment to sound planning among all concerned offer a basis for optimism.

Conclusion For all of the reasons presented above in response to the Commission's criteria for approving new campuses, the Commission has offered the conclusions that appear in Part One of this report.



Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers

Introduction¹

Commission responsibilities and authority regarding new campuses and centers

Section 66904 of the California Education Code expresses the intent of the Legislature that the sites for new institutions or branches of public postsecondary education will not be authorized or acquired unless recommended by the Commission.

It is the intent of the Legislature that sites for new institutions or branches of the University of California and the California State University, and the classes of off-campus centers as the Commission shall determine, shall not be authorized or acquired unless recommended by the Commission.

It is further the intent of the Legislature that California community colleges shall not receive State funds for acquisition of sites or construction of new institutions, branches or off-campus centers unless recommended by the Commission. Acquisition or construction of non-State-funded community colleges, branches and off-campus centers, and proposals for acquisition or construction shall be reported to and may be reviewed and commented upon by the Commission.

Evolution and purpose of the guidelines

In order to carry out its given responsibilities in this area, the Commission adopted policies relating to the review of new campuses and centers in April 1975 and revised those policies in Sep-

tember 1978 and September 1982. Both the 1975 document and the two revisions outlined the Commission's basic assumptions under which the guidelines and procedures were developed and then specified the proposals subject to Commission review, the criteria for reviewing proposals, the schedule to be followed by the segments when submitting proposals, and the contents of the required "needs studies."

In 1990, the Commission approved a substantive revision of what by then was called *Guidelines for Review of Proposed Campuses and Off-Campus Centers*. Through that revision, the Commission sought to incorporate a statewide planning agenda into the quasi-regulatory function the guidelines have always represented, and the result was a greater systemwide attention to statewide perspectives than had previously been in evidence. These new guidelines called for a statewide plan from each of the systems, then a "Letter of Intent" that identified a system's plans to create one or more new institutions, and finally, a formal needs study for the proposed new institution that would provide certain prescribed data elements and satisfy specific criteria. At each stage of this process, the Commission would be able to comment either positively or negatively, thereby ensuring that planning for a new campus or center would not proceed to a point where it could not be reversed should the evidence indicate the necessity for a reversal.

This three-stage review concept statewide plan, preliminary review, then final review appears to be fundamentally sound, but some clarifications of the 1990 document have nevertheless become essential, for several reasons

- ◆ In those *Guidelines*, the Commission stated only briefly its requirements for a statewide plan and for letters of intent. These requirements warrant greater clarification,

¹ Adapted from. California Postsecondary Education Commission CPEC Report 92-18, August 1992

particularly regarding the need for intersystem cooperation, to assist the systems and community college districts in the development of proposals.

- ♦ The 1990 *Guidelines* assumed that a single set of procedures could be applied to all three public systems. In practice, this assumption was overly optimistic, and this 1992 revision more specifically recognizes the major functional differences among the three systems.
- ♦ The procedures for developing enrollment projections need to be altered to account for the curtailment of activities created by the severe staffing reductions at the Demographic Research Unit of the Department of Finance, which have eliminated its ability to make special projections for community college districts and reduced its capacity to project graduate enrollments.
- ♦ The unprecedented number of proposals emanating from the community colleges, as well as the staff reductions experienced by the Commission, require a streamlining of the approval process. Consequently, certain timelines have been shortened, and all have been clarified as to the duration of review at each stage of the process.
- ♦ Over the years, the distinctions among several terms, such as college, "center," and "institution," have become unclear.

By 1992, experience with the 1990 procedures suggested that they needed revision in order to overcome these problems and accommodate the changed planning environment in California, particularly related to California's diminished financial resources and growing college-age population.

Policy assumptions used in developing these guidelines

The following six policy assumptions are central to the development of the procedures and criteria that the Commission uses in reviewing proposals for new campuses and off-campus centers.

- 1 It is State policy that each resident of California who has the capacity and motivation to benefit from higher education will have the opportunity to enroll in an institution of higher education. The California Community Colleges shall continue to be accessible to all persons at least 18 years of age who can benefit from the instruction offered, regardless of district boundaries. The California State University and the University of California shall continue to be accessible to first-time freshmen among the pool of students eligible according to Master Plan eligibility guidelines. Master Plan guidelines on undergraduate admission priorities will continue to be (1) continuing undergraduates in good standing; (2) California residents who are successful transfers from California public community colleges; (3) California residents entering at the freshman or sophomore level; and (4) residents of other states or foreign countries.
2. The differentiation of function among the systems with regard to institutional mission shall continue to be as defined by the State's Master Plan for Higher Education.
3. The University of California plans and develops its campuses and off-campus centers on the basis of statewide need.
- 4 The California State University plans and develops its campuses and off-campus centers on the basis of statewide needs and special regional considerations.

- 5 The California Community Colleges plan and develop their campuses and off-campus centers on the basis of local needs
- 6 Planned enrollment capacities are established for and observed by all campuses of public postsecondary education. These capacities are determined on the basis of statewide and institutional economies, community and campus environment, physical limitations on campus size, program requirements and student enrollment levels, and internal organization. Planned enrollment capacities are established by the governing boards of community college districts (and reviewed by the Board of Governors of the California Community Colleges), the Trustees of the California State University, and the Regents of the University of California.

Definitions

For the purposes of these guidelines, the following definitions shall apply:

Outreach Operation (all systems) An outreach operation is an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location

Educational Center (California Community Colleges). An educational center is an off-campus enterprise owned or leased by the parent district and administered by a parent college. The center must enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president, chancellor, or superintendent), and offer programs leading to certificates or degrees to be conferred by the parent institution

Educational Center (The California State University) An educational center is an off-campus enterprise owned or leased by the Trustees and administered by a parent State University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration (typically headed by a dean or director, but not by a president), and offer certificates or degrees to be conferred by the parent institution. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers for the purposes of these guidelines, unless State capital outlay funding is used for construction, renovation, or equipment

Educational Center (University of California) An educational center is an off-campus enterprise owned or leased by the Regents and administered by a parent University campus. The center must offer courses and programs only at the upper division and graduate levels, enroll a minimum of 500 full-time-equivalent students, maintain an on-site administration typically headed by a dean or director, but not by a chancellor), and offer certificates or degrees to be conferred by the parent institution. Organized Research Units (ORUs) and the Northern and Southern Regional Library Facilities shall not be regarded as educational centers. Educational facilities operated in other states and the District of Columbia shall not be regarded as educational centers unless State capital outlay funding is used for construction, renovation, or equipment

College (California Community Colleges) A full-service, separately accredited, degree and certificate granting institution offering a full complement of lower-division programs and services, usually at a single campus location owned by the district, colleges enroll a minimum of 1,000 full-time-equivalent students. A college will have its own administration and be headed by a president or a chancellor

University Campus (University of California and The California State University) A separately accredited, degree-granting institution offering programs at the lower division, upper division, and graduate levels, usually at a single campus location owned by the Regents or the Trustees, university campuses enroll a minimum of 1,000 full-time-equivalent students. A university campus will have its own administration and be headed by a president or chancellor.

Institution (all three systems) As used in these guidelines, "institution" refers to an educational center, a college, or a university campus, but not to an outreach operation.

Projects subject to Commission review

New institutions (educational centers, campuses, and colleges) are subject to review, while outreach operations are not. The Commission may, however, review and comment on other projects consistent with its overall State planning and coordination role.

Stages in the review process

Three stages of systemwide responsibility are involved in the process by which the Commission reviews proposals for new institutions: (1) the formulation of a long-range plan by each of the three public systems, (2) the submission of a "Letter of Intent to Expand" by the systemwide governing board; and (3) the submission of a "Needs Study" by the systemwide governing board. Each of these stages is discussed below.

1. The systemwide long-range plan

Plans for new institutions should be made by the Regents, the Trustees, and the Board of Governors only after the adoption of a systemwide plan that addresses total statewide long-range growth needs, including the capacity of existing institutions to accommodate those needs. Each

governing board should submit its statewide plan to the Commission for review and comment (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) before proceeding with plans for the acquisition or construction of new institutions. Each system must update its systemwide long-range plan every five years and submit it to the Commission for review and comment.

Each systemwide long-range plan should include the following elements:

- ♦ For all three public systems, a 15-year undergraduate enrollment projection for the system, presented in terms of both head-count and full-time-equivalent students (FTES). Such projections shall include a full explanation of all assumptions underlying them, consider the annual projections developed by the Demographic Research Unit of the Department of Finance, and explain any significant departures from those projections.
- ♦ For the University of California and the California State University, a systemwide 15-year graduate enrollment projection, presented with a full explanation of all assumptions underlying the projection.
- ♦ Each of the three public systems should provide evidence within the long-range plan of cooperative planning with California's other public systems, such as documentation of official contacts, meetings, correspondence, or other efforts to integrate its own planning with the planning efforts of the other public systems and with any independent colleges and universities in the area. The physical capacities of existing independent colleges and universities should be considered. If disagreements exist among the systems regarding such matters as enrollment projections or the scope, location, construction, or conversion of new facilities, the

long-range plan should clearly state the nature of those disagreements

- ♦ For all three public systems, the physical and planned enrollment capacity of each institution within the system. Physical capacity shall be determined by analyzing existing capacity space plus funded capacity projects. Planned enrollment capacity shall be the ultimate enrollment capacity of the institution as determined by the respective governing board of the system – Regents, Trustees, or Board of Governors
- ♦ For all three public systems, a development plan that includes the approximate opening dates (within a range of plus or minus two years) of all new institutions – educational centers, community colleges, and university campuses; the approximate capacity of those institutions at opening and after five and ten years of operation, the geographic area in which each institution is to be located (region of the State for the University of California, county or city for the California State University, and district for community colleges); and whether a center is proposed to be converted into a community college or university campus within the 15-year period specified
- ♦ A projection of the capital outlay cost (excluding bond interest) of any new institutions proposed to be built within the 15-year period specified, arrayed by capacity at various stages over the fifteen-year period (e.g. opening enrollment of 2,000 FTES, 5,000 FTES five years later, etc.), together with a statement of the assumptions used to develop the cost projection.
- ♦ A projection of the ongoing capital outlay cost (excluding bond interest) of existing institutions, arrayed by the cost of new space to accommodate enrollment growth, and the cost to renovate existing buildings and infrastructure, together with a statement of the assumptions used to develop the cost pro-

jection, and with maintenance costs included only if the type of maintenance involved is normally part of a system's capital outlay budget

2 The "Letter of Intent to Expand"

New university campuses. No less than five years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ The geographic location of the new university campus (region of the State for the University of California and county or city for the California State University)
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution, the reason for prioritizing the proposed university campus ahead of other new institutions should be specified
- ♦ A time schedule for development of the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation

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- ♦ A copy of the resolution by the governing board authorizing the new university campus
- ♦ Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations

Conversion by the University of California or the California State University of an existing educational center to a university campus: No less than three years prior to the time it expects to enroll lower division students for the first time, the Regents or the Trustees should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ The complete enrollment history (headcount and full-time-equivalent students) or the previous ten years history (whichever is less) of the educational center. A preliminary ten-year enrollment projection for the new university campus (from the campus's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- ♦ If the statewide plan envisions the construction or acquisition of other new institution(s), the reason for prioritizing the proposed university campus ahead of other new institutions should be specified
- ♦ A time schedule for converting the educational center and for developing the new university campus, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages

- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation for the new university campus
- ♦ A copy of the resolution by the governing board authorizing conversion of the educational center to a university campus
- ♦ Maps of the area in which the proposed university campus is to be located, indicating population densities, topography, and road and highway configurations

New educational centers of the University of California and the California State University. No less than two years prior to the time it expects its first capital outlay appropriation, the Regents or the Trustees should submit to the Commission with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the systemwide central office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The systemwide central office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage
- ♦ The location of the new educational center in terms as specific as possible. An area not exceeding a few square miles in size should be identified
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution, the reasons for prioritizing the proposed educational center ahead of other new institutions should be specified
- ♦ A time schedule for development of the new educational center, including preliminary

dates and enrollment levels at the opening, final buildout, and intermediate stages

- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- ♦ A copy of the resolution by the governing board authorizing the new educational center
- ♦ Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations

New California Community Colleges: No less than 36 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary ten-year enrollment projection for the new college (from the college's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage.
- ♦ The location of the new college in terms as specific as possible, usually not exceeding a few square miles
- ♦ A copy of the district's most recent five-year capital construction plan.
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new

colleges in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act

- ♦ A time schedule for development of the new college, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- ♦ A copy of the resolution by the local governing board authorizing the new college
- ♦ Maps of the area in which the proposed new college is to be located, indicating population densities, topography, and road and highway configurations

New California Community College educational centers: No less than 18 months prior to the time it expects its first capital outlay appropriation, the Board of Governors of the California Community Colleges should submit to the Commission (with copies to the Department of Finance, the Demographic Research Unit, and the Office of the Legislative Analyst) a "Letter of Intent to Expand." This letter should contain the following information

- ♦ A preliminary five-year enrollment projection for the new educational center (from the center's opening date), developed by the district and/or the Chancellor's Office, which should be consistent with the statewide projections developed annually by the Demographic Research Unit of the Department of Finance. The Chancellor's Office may seek the advice of the Unit in developing the projection, but Unit approval is not required at this stage

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- ♦ The location of the new educational center in terms as specific as possible, usually not exceeding a few square miles
- ♦ A copy of the district's most recent five-year capital construction plan
- ♦ If the statewide plan envisions the construction or acquisition of more than one new institution within the 15-year term of the plan, the plan should prioritize the proposed new centers in terms of three five-year intervals (near term, mid term, and long term). Priorities within each of the five-year periods of time shall be established through the Board of Governors five-year capital outlay planning process required by Supplemental Language to the 1989 Budget Act
- ♦ A time schedule for development of the new educational center, including preliminary dates and enrollment levels at the opening, final buildout, and intermediate stages
- ♦ A tentative ten-year capital outlay budget starting on the date of the first capital outlay appropriation.
- ♦ A copy of the resolution by the local governing board authorizing the new educational center
- ♦ Maps of the area in which the proposed educational center is to be located, indicating population densities, topography, and road and highway configurations

3 *Commission response to the "Letter of Intent to Expand"*

Once the "Letter of Intent to Expand" is received, Commission staff will review the enrollment projections and other data and information that serve as the basis for the proposed new institution. If the plans appear to be reasonable, the Commission's executive director will advise the systemwide chief executive officer to move forward with site acquisition or further development plans. The Executive Director may in

this process raise concerns about defects in the Letter of Intent to Expand that need to be addressed in the planning process. If the Executive Director is unable to advise the chief executive officer to move forward with the expansion plan, he or she shall so state to the chief executive officer prior to notifying the Department of Finance and the Legislature of the basis for the negative recommendation. The Executive Director shall respond to the chief executive officer, in writing, no later than 60 days following submission of the Letter of Intent to Expand to the Commission.

4 *Development of the "needs study"*

Following the Executive Director's preliminary recommendation to move forward, the systemwide central offices shall proceed with the final process of identifying potential sites for the new institution. If property for the new institution is already owned by the system, alternative sites must be identified and considered in the manner required by the California Environmental Quality Act. So as to avoid redundancy in the preparation of information, all materials germane to the environmental impact report process shall be made available to the Commission at the same time that they are made available to the designated responsible agencies. Upon approval of the environmental impact report by the lead agency, the systemwide central office shall forward the final environmental impact report for the site as well as the final needs study for the new institution to the Commission. The needs study must respond fully to each of the criteria outlined below, which collectively will constitute the basis on which the proposal for the new institution will be evaluated. The needs study shall be complete only upon receipt of the environmental impact report, the academic master plan, the special enrollment projection approved by the Demographic Research Unit, and complete responses to each of the criteria listed below.

5 *Commission action*

Once the Commission has received the completed needs study, the Executive Director shall certify the completeness of that Needs Study to the systemwide chief executive officer. The Commission shall take final action on any proposal for a new institution according to the following schedule

New university campus

University of California. One Year
The California State University. One Year

New college

California Community Colleges. Six Months

New Educational Center

University of California. Six Months
The California State University. Six Months
California Community Colleges. Four Months

Once the Commission has taken action on the proposal, the Executive Director will notify the appropriate legislative committee chairs, the Department of Finance, and the Office of the Legislative Analyst

Criteria for evaluating proposals

As stated in Sections 66903[2a] and 66903[5] of the Education Code, the Commission's responsibility is to determine "the need for and location of new institutions and campuses of public higher education." The criteria below follow that categorization

Criteria related to need

1 Enrollment projections

1.1 Enrollment projections must be sufficient to justify the establishment of the "new institution," as that term is defined above. For a proposed new educational center, enrollment projections

for each of the first five years of operation (from the center's opening date), must be provided. For a proposed new college or university campus, enrollment projections for each of the first ten years of operation (from the college's or campus's opening date) must be provided. When an existing educational center is proposed to be converted to a new college or university campus, the center's previous enrollment history, or the previous ten year's history (whichever is less) must also be provided.

As the designated demographic agency for the State, the Demographic Research Unit has the statutory responsibility for preparing systemwide and district enrollment. For a proposed new institution, the Unit will approve all projections of undergraduate enrollment developed by a systemwide central office of one of the public systems or by the community college district proposing the new institution. The Unit shall provide the systems with advice and instructions on the preparation of enrollment projections. Community College projections shall be developed pursuant to the Unit's instructions.

Undergraduate enrollment projections for new institutions of the University of California and the California State University shall be presented in terms of headcount and full-time-equivalent students (FTES). Lower-division enrollment projections for new institutions of the California Community Colleges shall be presented in terms of headcount students, Weekly Student Contact Hours (WSCH), and WSCH per headcount student.

Graduate and professional student enrollment projections shall be prepared by the systemwide central office proposing the new institution. In preparing these projections, the specific methodology and/or rationale generating the projections, an analysis of supply and demand for graduate education, and the need for new graduate and professional degrees, must be provided.

1.2 For a new University of California campus, statewide enrollment projected for the Univer-

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sity should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new university campus must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing systemwide needs for both support and capital outlay funding.

1.3 For a new University of California educational center, statewide enrollment projected for the University should exceed the planned enrollment capacity of existing University campuses and educational centers as defined in the systemwide long-range plan developed by the Regents pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the University system, compelling statewide needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide needs to be established, the University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.4 For a new California State University campus, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the system, compelling regional needs must be demonstrated. In order for compelling regional needs to be demonstrated, the system must specify why these regional

needs deserve priority attention over competing needs in other sectors of the State University system for both support and capital outlay funding.

1.5 For a new California State University educational center, statewide enrollment projected for the State University system should exceed the planned enrollment capacity of existing State University campuses and educational centers as defined in the systemwide long-range plan developed by the Board of Trustees pursuant to Item 1 of these guidelines. If the statewide enrollment projection does not exceed the planned enrollment capacity for the State University system, compelling statewide or regional needs for the establishment of the new educational center must be demonstrated. In order for compelling statewide or regional needs to be established, the State University must demonstrate why these needs deserve priority attention over competing needs in other sectors of the University for both support and capital outlay funding.

1.6 For a new community college or educational center, enrollment projected for the district proposing the college or educational center should exceed the planned enrollment capacity of existing district colleges and educational centers. If the district enrollment projection does not exceed the planned enrollment capacity of existing district colleges or educational centers, compelling regional or local needs must be demonstrated. The district shall demonstrate local needs by satisfying the requirements of the criteria specified in these guidelines. Regional and statewide needs shall be demonstrated by the Board of Governors through the long-range planning process.

2. Programmatic alternatives

2.1 Proposals for new institutions should address at least the following alternatives: (1) the possibility of establishing an educational center instead of a university campus or community college; (2) the expansion of existing institu-

tions, (3) the increased utilization of existing institutions, particularly in the afternoons and evenings, and during the summer months, 4) the shared use of existing or new facilities and programs with other postsecondary education institutions, in the same or other public systems or independent institutions, (5) the use of nontraditional modes of instructional delivery, such as "colleges without walls" and distance learning through interactive television and computerized instruction; and (6) private fund raising or donations of land or facilities for the proposed new institution.

3 Serving the disadvantaged

3.1 The new institution must facilitate access for disadvantaged and historically underrepresented groups

4 Academic planning and program justification

4.1 The programs projected for the new institution must be described and justified. An academic master plan, including a general sequence of program and degree level plans, and an institutional plan to implement such State goals as access, quality, intersegmental cooperation, and diversification of students, faculty, administration, and staff for the new institution, must be provided

5 Consideration of needed funding

5.1 A cost analysis of both capital outlay estimates and projected support costs for the new institution, and possible options for alternative funding sources, must be provided

Criteria related to location

6 Consideration of alternative sites

6.1 A cost-benefit analysis of alternatives, including a consideration of alternative sites for the new institution, must be articulated and documented. This criterion may be satisfied by the Environmental Impact Report, provided it con-

tains a comprehensive analysis of the advantages and disadvantages of alternative sites

7 Geographic and physical accessibility

7.1 The physical, social, and demographic characteristics of the location and surrounding service areas for the new institution must be included

7.2 There must be a plan for student, faculty, and staff transportation to the proposed location. Plans for student and faculty housing, including projections of needed on-campus residential facilities, should be included if appropriate. For locations that do not plan to maintain student on-campus residences, reasonable commuting time for students defined generally as not exceeding a 30-45 minute automobile drive (including time to locate parking) for a majority of the residents of the service area must be demonstrated

8 Environmental and social impact

8.1 The proposal must include a copy of the final environmental impact report. To expedite the review process, the Commission should be provided all information related to the environmental impact report process as it becomes available to responsible agencies and the public

9 Effects on other institutions

9.1 Other systems, institutions, and the community in which the new institution is to be located should be consulted during the planning process, especially at the time that alternatives to expansion are explored. Strong local, regional, and/or statewide interest in the proposed facility must be demonstrated by letters of support from responsible agencies, groups, and individuals.

9.2 The establishment of a new University of California or California State University campus or educational center must take into consideration the impact of a new facility on existing and

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projected enrollments in the neighboring institutions of its own and of other systems

9.3 The establishment of a new community college must not reduce existing and projected enrollments in adjacent community colleges either within the district proposing the new college or in adjacent districts to a level that will damage their economy of operation, or create excess enrollment capacity at these institutions, or lead to an unnecessary duplication of programs

Other considerations

10 Economic efficiency

10.1 Since it is in the best interests of the State

to encourage maximum economy of operation, priority shall be given to proposals for new institutions where the State of California is relieved of all or part of the financial burden. When such proposals include gifts of land, construction costs, or equipment, a higher priority shall be granted to such projects than to projects where all costs are born by the State, assuming all other criteria listed above are satisfied

10.2 A higher priority shall be given to projects involving intersegmental cooperation, provided the systems or institutions involved can demonstrate a financial savings or programmatic advantage to the State as a result of the cooperative effort

**Chronology of Events Related to the Development of California
State University, Monterey Bay**

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**Chronology of Events Related to the Development of
California State University, Monterey Bay**

1990

- January 29** Secretary of Defense Cheney officially announces his proposals for defense installation realignment and closures
- February 3** Congressman Leon Panetta (D, Carmel Valley) assembles local leaders who produce a 60-page report opposing the closure
- November 5** Congress passes, and the President signs, the "Defense Base Closure and Realignment Act of 1990" (P L. 101-510, Title XXIX), which creates the Base Realignment and Closure Commission (BRAC) The Commission is ordered to make its recommendations to President Bush by July 1, 1991

1991

- Mid-April** Secretary of Defense Cheney announces the official list of base closures The list includes over 100 bases, including Fort Ord.
- July 1** The BRAC Commission announces its recommendations, which must be accepted by Congress and the President on an "all or nothing" basis Fort Ord is scheduled for closure, with the 7th Infantry Division to be moved to Fort Lewis in Washington State.
- July 3** San Jose State University President Gail Fullerton, and Vice Presidents A. Okerlund and Handel Evans, meet with Congressman Leon Panetta to discuss the California State University's (CSU) possibilities at Fort Ord
- September 19** Congressman Panetta, Chancellor Barry Munitz, and representatives from the California Postsecondary Education Commission (CPEC) visit Fort Ord at the invitation of State Senator Henry Mello (D, Gilroy)
- September 30** Letter from David Leveille to Warren H. Fox, CPEC Executive Director, notified CPEC of CSU discussions about the use of a portion of Fort Ord
- October 25** CSU Board of Trustees (BOT) resolution endorses exploring the possibilities at Fort Ord
- November 18** David Leveille writes to Warren Fox notifying CPEC of the Board of Trustees action "to endorse the pursuit of a portion of the Fort Ord property as a site for future potential expansion"
- December 5** Governor Wilson issues Executive Order W-21-91, which directs the Office of Planning and Research (OPR) to serve as the State's central contact with local reuse planners, and directs the California Environmental Protection Agency (CAL-EPA) to create the California Base Closure Environmental Committee, consisting of representatives from CAL-EPA, OPR, the United States Environmental Protection Agency (EPA), the Department of Defense, and the Departments of the Army, Navy, and Air Force

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1992

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|-------------|---|
| January 2 | First draft of concept paper for developing a new CSU campus at Fort Ord completed |
| January 28 | Letter from Senator Rebecca Morgan (R, Menlo Park) to OPR, expressing interest in the use of Fort Ord |
| January 29 | OPR notified of CSU plans for Fort Ord |
| February 14 | Governor's Office responds to Senator Morgan, expressing interest in Fort Ord |
| March 25 | Chancellor Munitz writes to U.S. Department of Education (DOE) expressing interest in Fort Ord and transmitting October 25, 1991 BOT resolution, with copies to Governor Wilson, Congressman Panetta, Senators Alquist (D, San Jose) and Morgan, and Assembly Members Arias (D, Salinas), Farr (D, Monterey), Mello, Vasconcellos (D, San Jose), and Seastrand (D, San Luis Obispo) |
| April 9 | Governor Wilson writes to Secretary of Education Lamar Alexander adding his "conceptual support for CSU's proposal" to acquire part of Fort Ord for a new campus |
| April 14 | DOE officially notifies the Army of CSU interest in Fort Ord. |
| April 19 | Secretary Lamar Alexander of DOE formally notifies Governor Wilson of CSU interest in Fort Ord |
| June 18 | CSU completes proposal for Planning and Development Office in the Fort Ord area. |
| June 19 | Formal process begins to obtain federal funding (\$136 million) for conversion and renovation of Fort Ord facilities to academic uses |
| July 15 | BOT resolution supports acquisition of the Fort Ord site for a "full-service residential campus" if sufficient land and residential units are available to serve State needs |
| July 16 | David Leveille writes to Warren Fox notifying CPEC of CSU activities to acquire property at Fort Ord |
| August 20 | San Jose State University Interim President Handel Evans and CSU Special Consultant Hank Hendrickson meet with CPEC staff in Sacramento |
| September 2 | The 1992-93 Budget Act is approved with an item appropriating \$1 million for "Monterey County Campus -- master planning feasibility studies, cost-benefit analyses." Funds are appropriated from the 1988 Higher Education Capital Outlay Bond Fund to be expended during 1992-93 and 1993-94 (Chapter 587, p. 375). |

